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A. General Information

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rational, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

By using this electronic application form you are applying for a Strategic Partnership for schools only. If successful, your partnership will be contracted through a series of mono-beneficiary Grant Agreements. For more information about the alternative contracting model (through a multi-beneficiary Grant Agreement for Strategic Partnerships in school education) please consult Part C of the Programme Guide or contact your National Agency.

You can also find information on how to fill in this application form by reading the e-Forms Guidelines.

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for Schools Only
Main objective of the project	Exchanges of Practices
Call	2016
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2016 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	Pedago-geeks - Learning and teaching in a 2.0 world
Project Acronym	
Project Start Date (dd-mm-yyyy)	01-09-2016
Project Total Duration (Months)	24 months

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Project End Date (dd-mm-yyyy)

31-08-2018

Applicant Organisation Full Legal Name (Latin characters)

Lycée Prieur de la Côte d'Or

Form hash code



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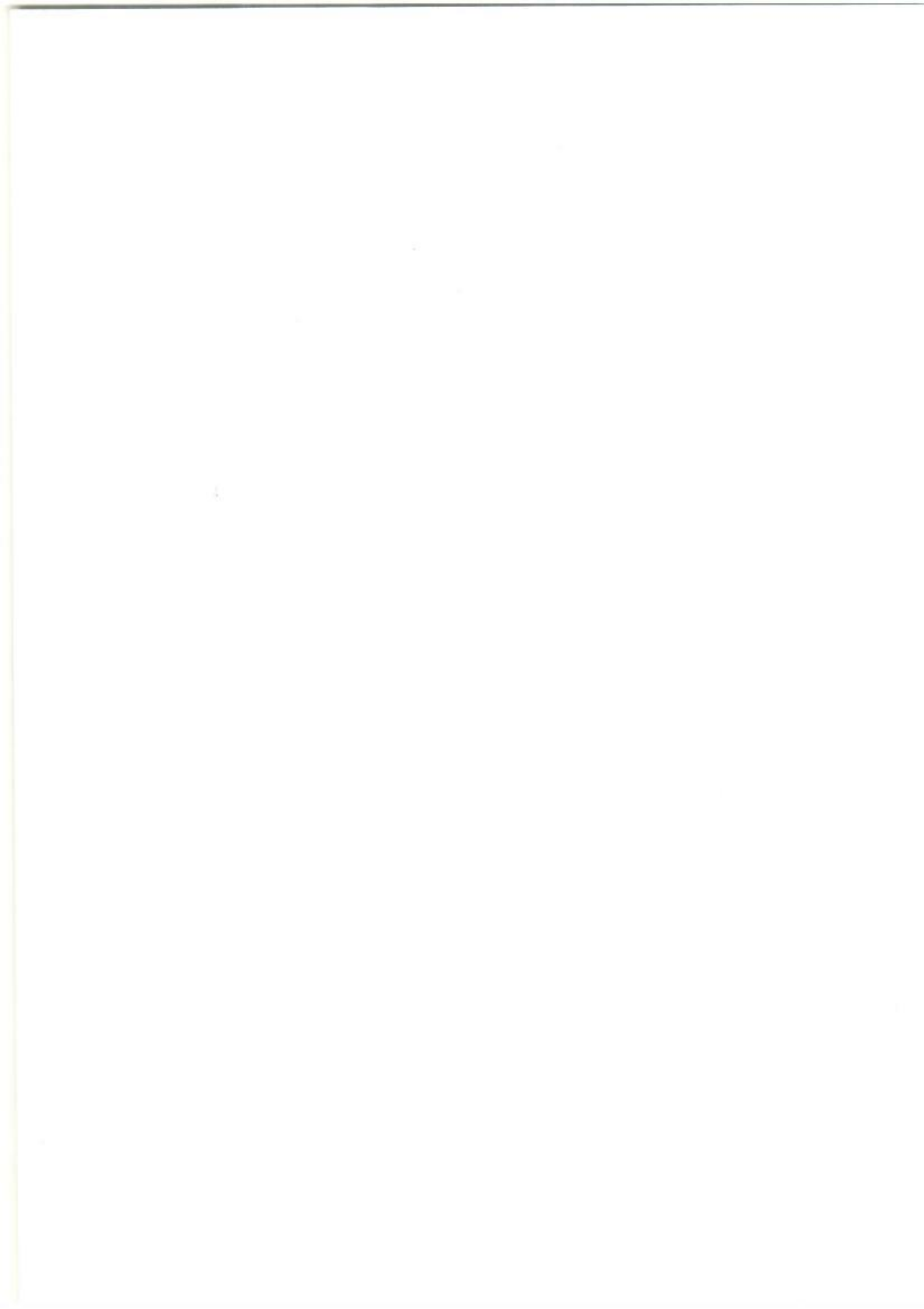
B.2. National Agency of the Applicant Organisation

Identification

FR01 (FRANCE)

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

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





C. Priorities

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

HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

HORIZONTAL: Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective

Please comment on your choice of priorities.

The choice of these priorities arose from the need to render young learners capable of making the most of what technology has to offer in an era where computer and media literacies are an inevitable asset for tomorrow's professionals.
The aim is also to make teachers able to design and use digital materials so as to reach learners wherever they are, especially if they are school drop-outs, and provide them with challenging and high-quality resources.
Be it for learners or educators, the purpose of such a project is also to develop teamwork skills as a transversal competence.





D. Participating organisation(s)

D.1. Applicant Organisation

PIC	938876581
Full legal name (National Language)	Lycée Prieur de la Côte d'Or
Full legal name (Latin characters)	Lycée Prieur de la Côte d'Or
Acronym	
National ID (if applicable)	19210003000019
Department (if applicable)	
Address	6 rue Vauban
Country	France
Region	FR26 - Bourgogne
P.O. Box	
Post Code	21130
CEDEX	
City	AUXONNE
Website	http://lycee-prieur.fr
Email	0210003p@ac-dijon.fr
Telephone 1	+33380270000
Telephone 2	
Fax	+33380374147

D.1.1. 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

D.1.2. 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).

The Lycée Prieur de la Côte d'Or is a high school which hosts around 800 pupils (aged 15 to 21 years old) distributed in two sites :

Form hash code: B29FCC1BDCF5E81

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This form has been submitted on: 2016-03-31 01:33:16. Status: OK (1351233).





one providing general education, the other offering vocational training in the sectors of maintenance, electronics and shipping. The school also provide further education for graduate students specialising in communication.

It is located in a small town of about 7,500 inhabitants called Auxonne, which lies some 30 kilometres away from the regional capital, Dijon. Despite the proximity of a medium-sized urban centre, the town of Auxonne faces the same shortcomings as a rural area, that is to say a receding industrial fabric, little access to cultural events and, above all, a low mobility rate among the local residents.

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?

The Lycée Prieur de la Côte d'Or took part in a Comenius project from 2012 to 2014 (Project W.A.T.E.R.) with 5 other partners, and some of its language teachers were involved in two e-twinning projects in 2015 (Teens online and Sports fans). These transnational activities have enabled the school staff as a whole to acquire and develop skills in administrative, logistics and financial management and also allowed teachers to learn how to conduct and assess such tasks.

In its plan to acquire an international dimension our school has defined languages and all kind of activities aimed at developing the students' mobility as a priority. In this respect, it opened in 2015 a European section with an emphasis on language and history courses provided in English. The school also prides itself on a special partnership with an association called AFS (American Field Service) whose purpose is to provide local students with the opportunity to spend an academic year abroad to enlarge their horizons.

Our school and its personnel are eager to offer attractive teaching methods : it has recently requested a subsidy to equip the library and some departments such as PE with tablets, it has requested - and provided - training courses on some software tools which could be used for educational purposes and on the innovative concept of "flipped classroom".

All the key persons involved in this project - coming from different departments (science, humanities, PE) - have developed a keen interest in all the possibilities and the multiple advantages that modern tools may offer to make their teaching more efficient, more attractive and reach a wider audience.

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

No

D.1.3. Legal Representative

Title	
Gender	Male
First Name	Francis
Family Name	COQUEUGNIOT
Department	
Position	Headmaster
Email	0210003p@ac-dijon.fr
Telephone 1	+33380270000

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

D.1.4. Contact Person





Title	
Gender	Male
First Name	David
Family Name	TARNAUD
Department	
Position	Teacher
Email	tarnaud.david@gmail.com
Telephone 1	+33380374255

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

**D.2. Partner Organisation**

PIC	947800581
Full legal name (National Language)	Gymnázium a Jazyková škola s právem státní jazykové zkoušky Zlín
Full legal name (Latin characters)	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin
Acronym	
National ID (if applicable)	00559504
Department (if applicable)	
Address	náměstí T. G. Masaryka 2734-9
Country	Czech Republic
Region	CZ072 - Zlínský kraj
P.O. Box	
Post Code	76001
CEDEX	
City	Zlín
Website	www.gjszlin.cz
Email	
Telephone 1	+420577007444
Telephone 2	+420577007456
Fax	+420577007445

D.2.1. Profile

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

D.2.2. Background and Experience

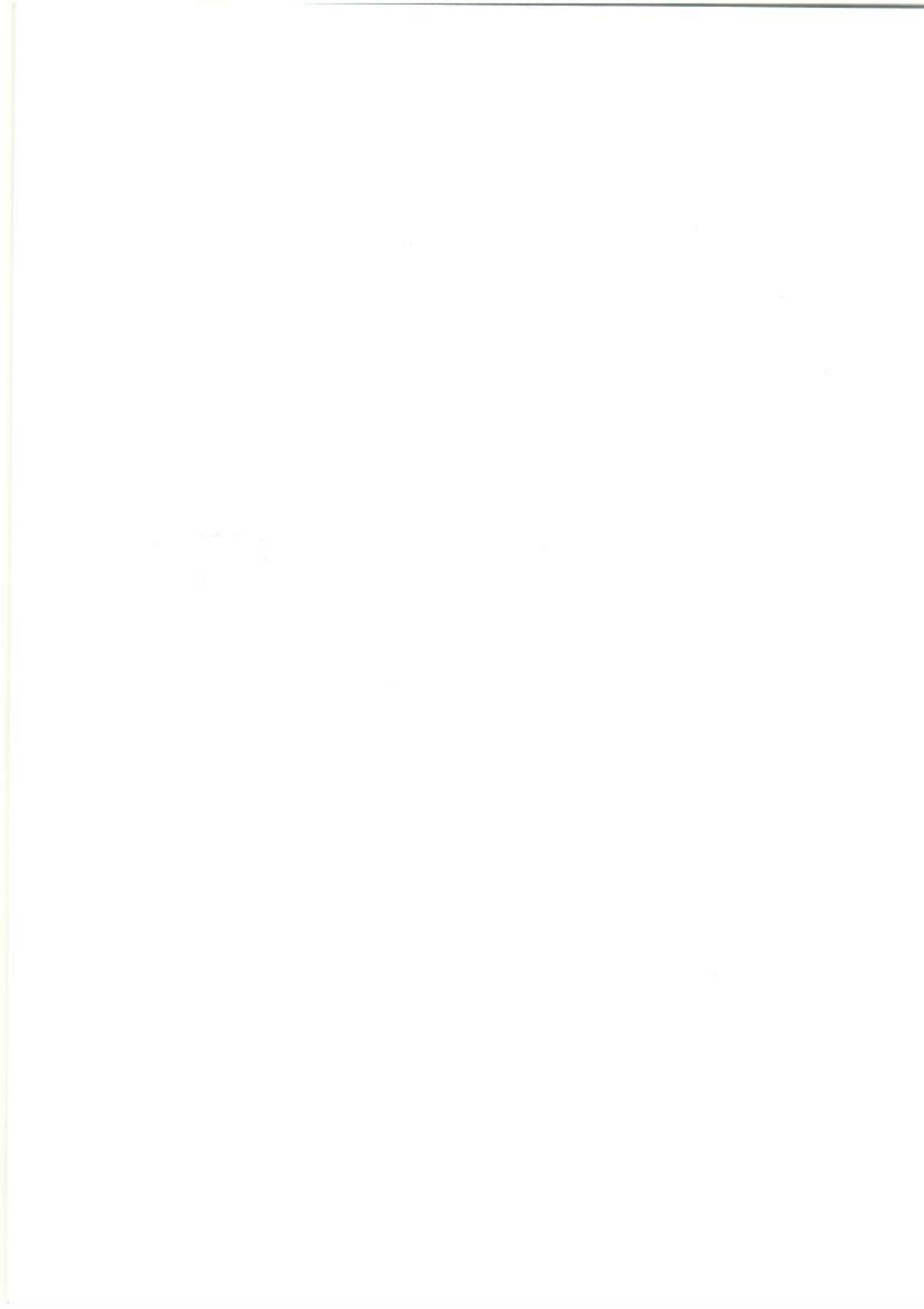
Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The school is a public general secondary school that offers 3 study programmes. There is a 8-year-programme for pupils from the age of 19, a 4-year programme for 15 to 19 years old and another one for the same age group but athletes. In 2006 a language school was joined, which offers evening language courses for the public. The number of students is about 690.

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The school's study programmes focus on foreign languages, informatics, webdesign and multimedia, but of course, prepares students for science study as well. To enhance language skills there is a possibility to study some general subjects in foreign languages – Geography and Social Science in English, Geography and History in French. Students attending the school come from the whole region and some of the students-athletes are also from other regions. Zlin region is still considered to be a disadvantaged area because of its location, salaries belong to the lowest in the country. This is also why we try to enable our students to gain as much experience as possible to provide them with better future prospects.

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?

Gymnázium a Jazyková škola has been trying to support foreign language teaching for a long time since we feel that this knowledge is essential for the future of our students, we would like to enrich our lessons by new materials and new innovative techniques that will enable us to focus more on critical thinking, case studies and analyses during the lessons that would improve our students' independent performances, strengthen their ability to work in a team, improve their communication and organizational skills.

As for our skills and experience in the area of the project – our school's career development plan focuses on IT skills of teachers this year which means this project would help us meet the requirements as well as enhance the quality of our teaching methods; what is more, our teachers are taking part in ERASMUS+ KA1 project this year which concerns introduction of CLIL methods into the classes. Then they could use the previously gained language knowledge and practice more at the same time and this would help enhance the outcomes of our KA1 project a lot.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ KA2	2014	2014-1-SK01-KA201-000485_5	Gymnázium a Jazyková škola s právem státní jazykové zkoušky Zlín
Erasmus+ KA1	2015	2015-1-CZ01-KA101-012916	Gymnázium a Jazyková škola s právem státní jazykové zkoušky Zlín

D.2.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

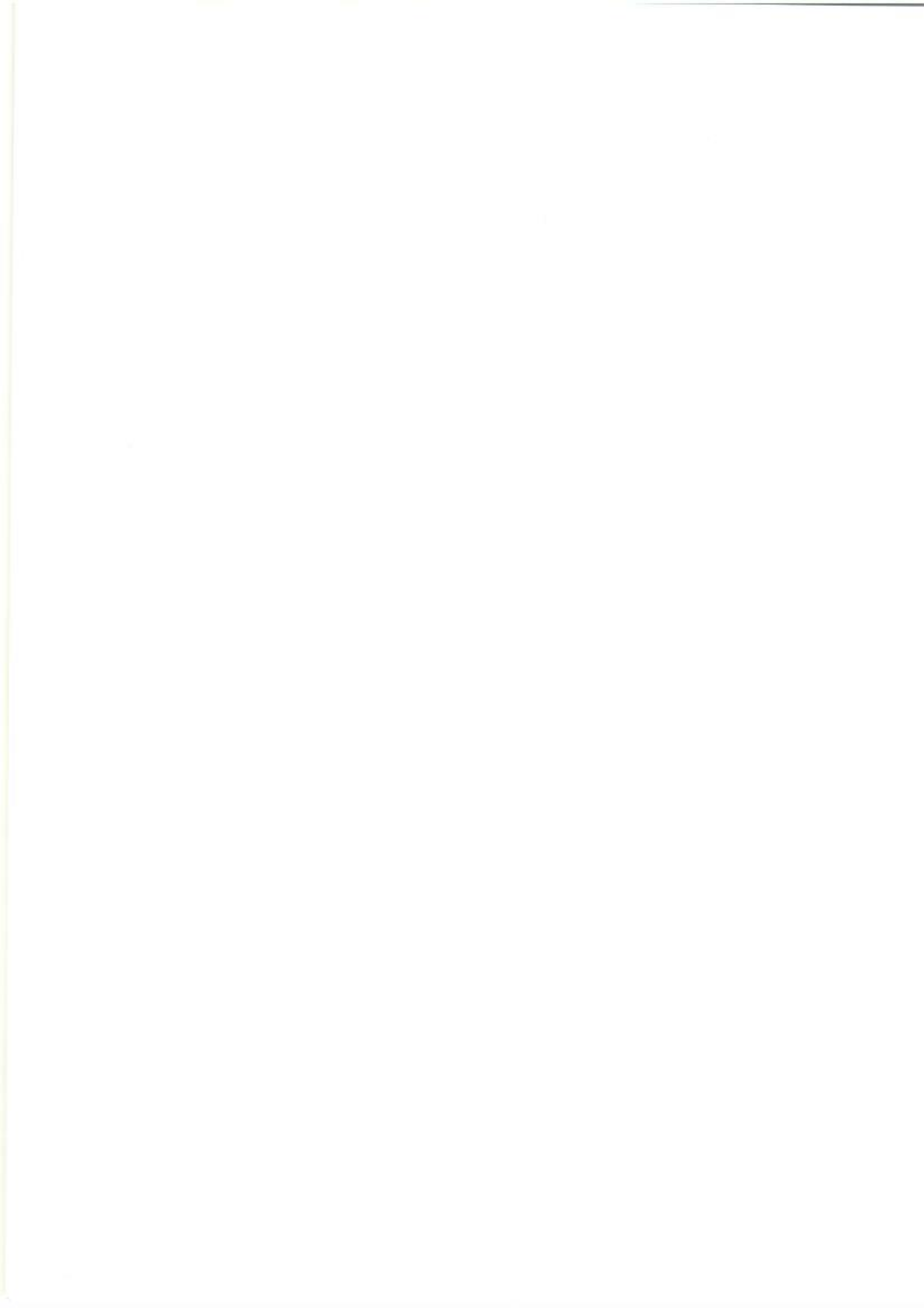
If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

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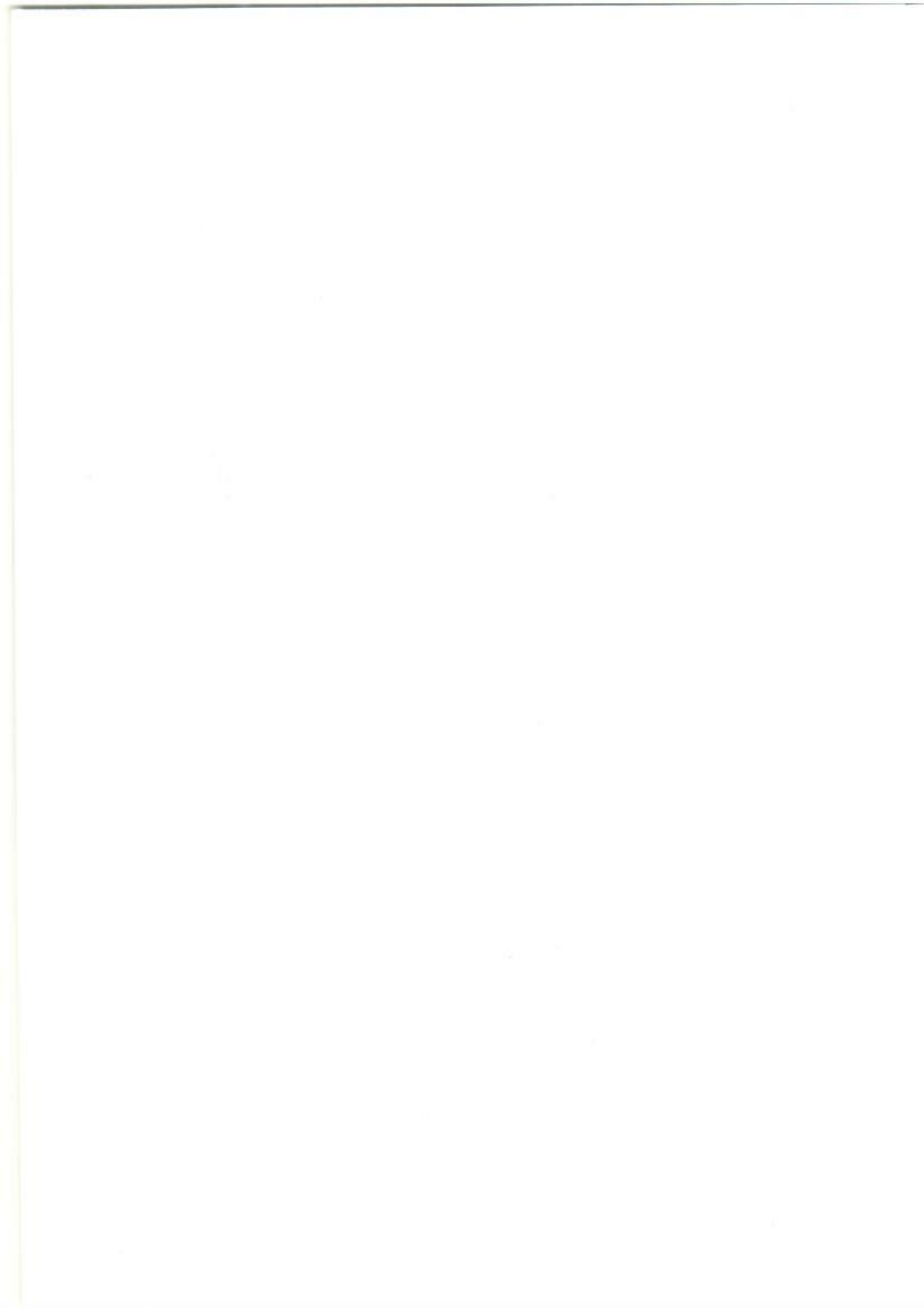
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Title	
Gender	Female
First Name	Jirina
Family Name	Jurickova@gjszlin.cz
Department	
Position	teacher
Email	jurickova@gjszlin.cz
Telephone 1	+420 577 007 454

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



**D.3. Partner Organisation**

PIC	944157455
Full legal name (National Language)	ISIS "Pitagora"
Full legal name (Latin characters)	Istituto Statale d'Istruzione Superiore "Pitagora"
Acronym	
National ID (if applicable)	not applicable
Department (if applicable)	
Address	Piazza Livorno n.2
Country	Italy
Region	ITF5 - Basilicata
P.O. Box	
Post Code	75023
CEDEX	
City	Montalbano Jonico
Website	www.isispitagoramontalbano.it
Email	mtis00100a@istruzione.it
Telephone 1	+390835691026
Telephone 2	
Fax	+390835691582

D.3.1. Profile

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

D.3.2. Background and Experience

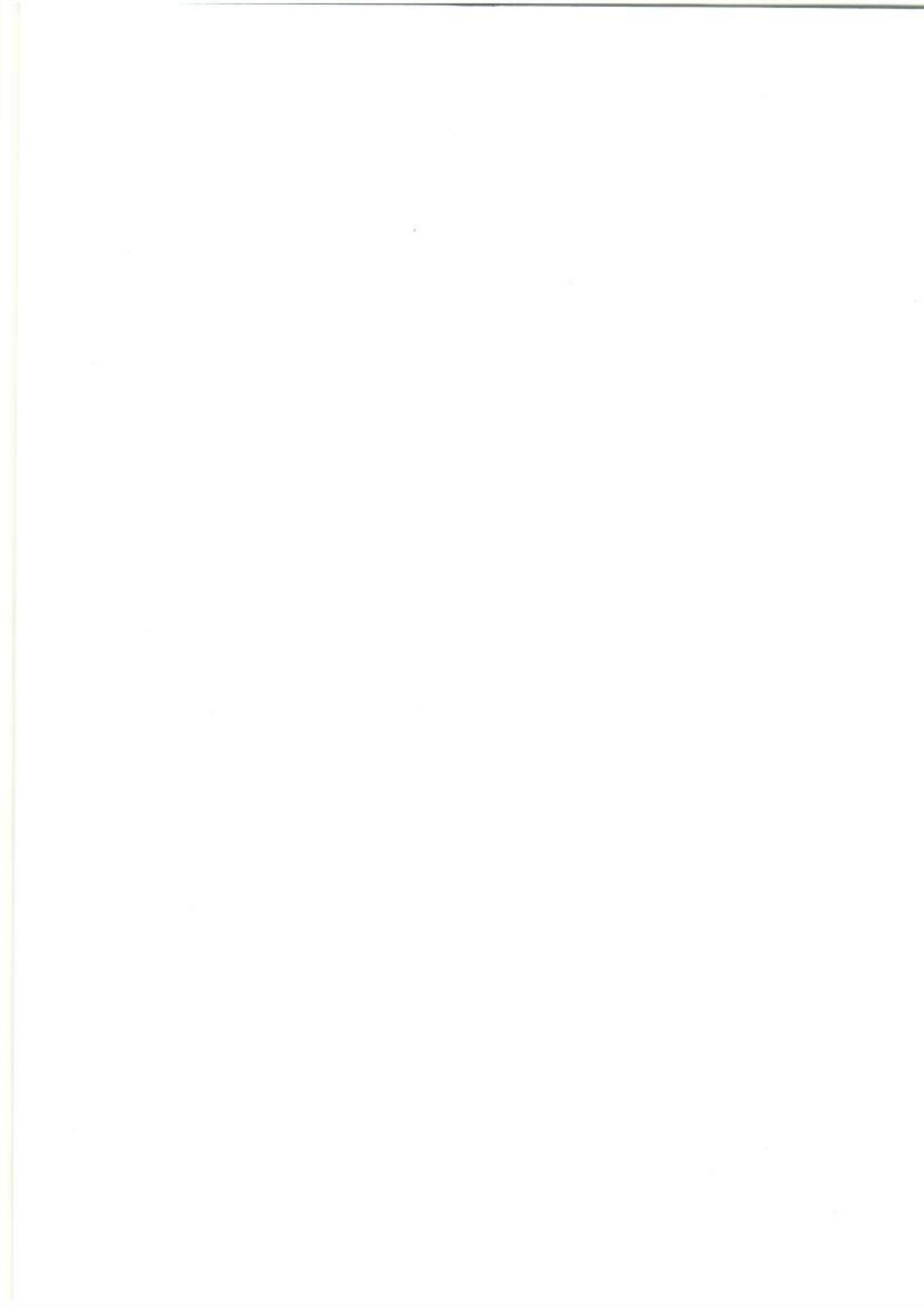
Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The secondary school "Pitagora" gets involved more than 500 hundred students attending different courses of study both in Montalbano Jonico and in Nova Siri. The size of the staff is around 50, the teachers are about 90. In Montalbano the students attend the secondary school focusing on science, maths, physics, music, human science, etc. In Nova Siri the students focus on two courses

Form hash code: B29FCC1BDCFE5E81

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This form has been submitted on: 2016-03-31 01:33:16. Status: OK (1351233).





of study, humanities and arts. At the end of the five years of high school the students get the certificate to attend University. The Classical Lyceum is based on classical study such as Greek, Latin, Art, Philosophy, History, English, Chemistry, Science, Maths, Physics etc.... As we highly focus on the academic achievement, the success rate of our school in university entrance exam is % 85. This rate shows us the average level of our students' academic performance.

The school Curriculum is integrated by some projects such as environmental education, theatrical education, ITC and English certificates. The classical Lyceum, a branch, of the Secondary School "Pitagora", is the only High school in the territory of Nova Siri; it is a village on the Ionian coast with a high rate of unemployment based on seasonal temporary work or odd jobs. The school reality differs for the presence of historical and geographical elements as well as for the social context, very poor with no opportunity of growth and confrontation for the young people, the project will be an important aim for our students to widen their knowledge, to overcome linguistic barriers and to cross social barriers, breaking the existence of cultural stereotypes. The mission of our school is to prepare our students for their future life by transforming their learning abilities into their whole life. We want them to try to do their best for their own learning process. We also intend to have students who are aware of the universal and cultural facts. Thus, we 'll be able to train students who look out for universal realities and have the ability to think reasonably.

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 school has always worked in a European and an international dimension making experiences and relationships with other countries. So everything acquired by teachers and students can be unknown for others, but it may be acquired and will be exchanged with them by the help of similar projects. There will be meetings with the comparison of new different languages, new methods of teaching, of study and performances. The students will be motivated to learn other European languages(not only English) and they will improve their ICT skills and the use of English. They have to see the experience as a chance to make career not only in their country.

For years our school has been involved in foreign projects with European countries to stimulate the curiosity of our students for other languages and cultures, and this project arises from the need to provide an expansion of the educational experience determined from the need of orienting the students towards conscious choices, to improve their competences in ICT and team work, which are frequently underestimated by students during regular schooling, and to develop the sense of European membership.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

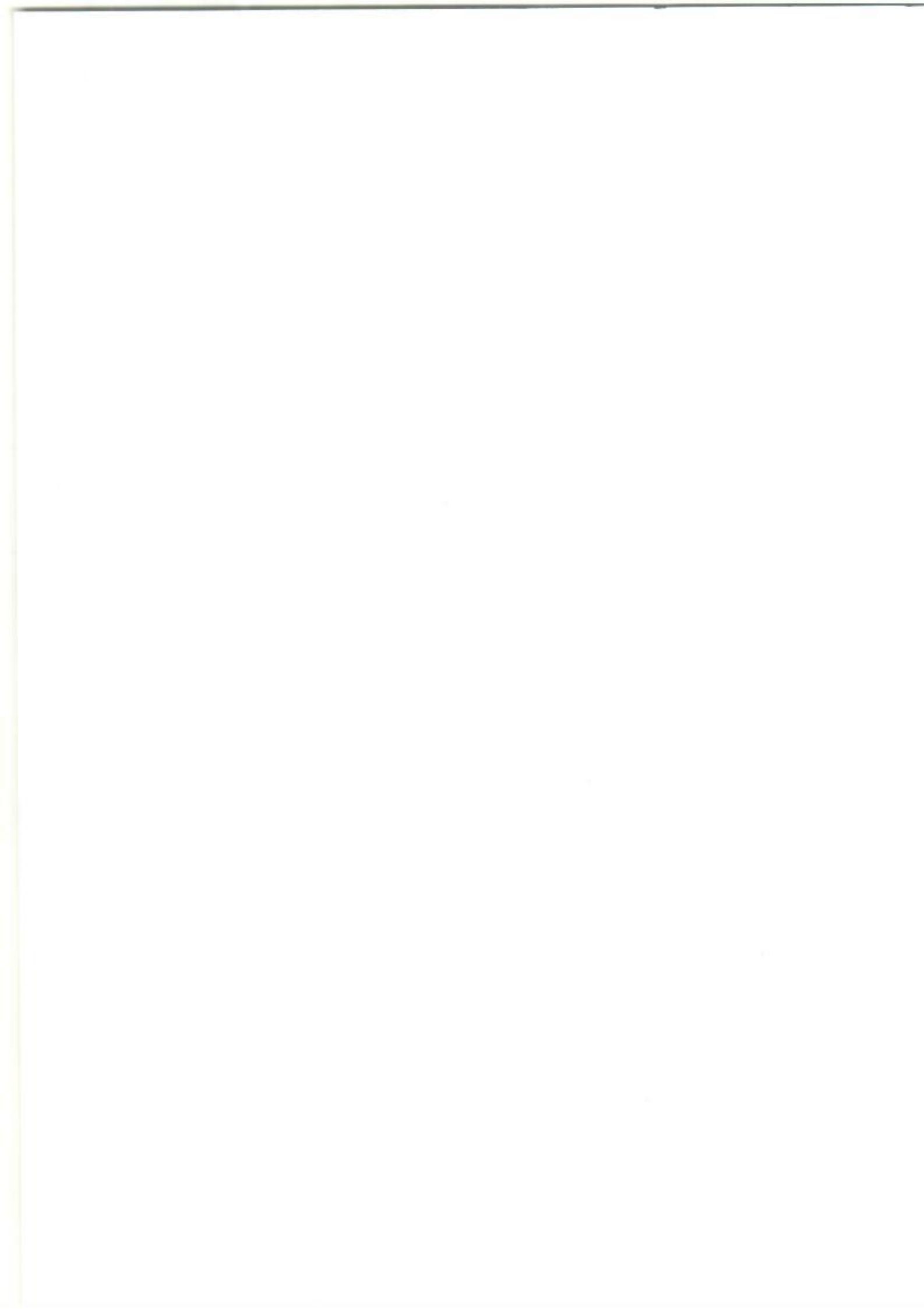
Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Comenius	2013	2013-1-ES1-COM06-730715	I.S.I.S. "Pitagora"

D.3.3. Legal Representative

Title	
Gender	Male
First Name	Leonardo
Family Name	GIORDANO
Department	
Position	Headmaster





Email

Telephone 1

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

D.3.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

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

**D.4. Partner Organisation**

PIC	947661483
Full legal name (National Language)	
Full legal name (Latin characters)	Kelmes Jono Graiciuno gimnazija
Acronym	
National ID (if applicable)	1900 91584
Department (if applicable)	
Address	Raseiniu g.1
Country	Lithuania
Region	
P.O. Box	
Post Code	LT-86140
CEDEX	
City	Kelme
Website	www.jggimnazija.lt
Email	
Telephone 1	+37042761195
Telephone 2	
Fax	+37042761195

D.4.1. Profile

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

D.4.2. Background and Experience

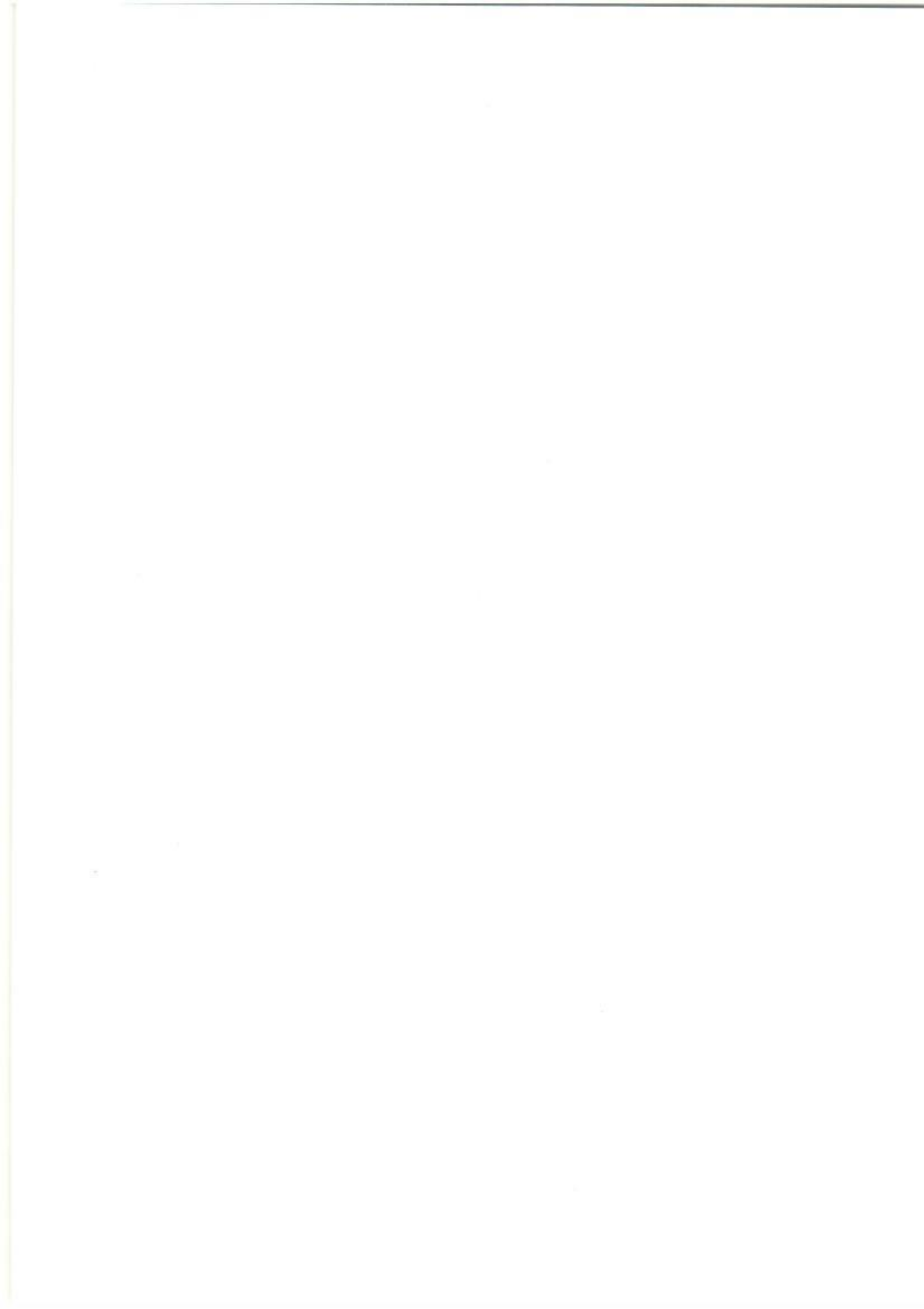
Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

There are 500 students and about 50 teachers in the school. The school provides general secondary education for final four years. It is the only school in the town Kelme, minor administrative centre, that provides secondary education. Moreover, it plays a major role in the community cultural and educational life.

Form hash code: B29FCC1BDCF5E81

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This form has been submitted on: 2016-03-31 01:33:16. Status: OK (1351233).





The school is situated in economically disadvantaged region with high unemployment and low salaries. Therefore, participation in international projects is often the only possibility for our students to gain European experience. Being responsible and innovative educators, our school has always searched for better and newer educational opportunities both for its students and staff, as well as contributing to communal life at the same time. As a result, our school has been very active in regional, national and international projects. However, we do not participate in the projects for the sake of participation. We carefully and systematically select them according to the school curriculum and annual programme priorities and school needs. At present our strategical planning documents set Priority Nr.1 ICT application in education ,Strategical Objective Nr. 1 improvement of teaching/learning quality by increasing help for a student and activating communication with parents. Consequently, this project was chosen as a perfect extra means to achieve our strategical goals. Also the school has an excellent technological equipment: Technology Center, School TV, Music Record Studio,IT Center, Drama Studio. Some of these educational centres will contribute to the success of the international learning activities of the project.

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?

Our school has considerable experience in a number of European programmes: Life Long Learning programme, Youth programme, eTwinning, etc. Moreover, we participate actively in regional and national events. English teachers are highly experienced in international projects. Publishing Center leader and Video Record Studio leader would contribute an invaluable added value to the implementation of the project. The administration of the school is deeply involved and provides all kind of assistance. Students are able to study different languages (English, French and Russian) and arts are really integrated in the curriculum. The school has widely developed ICT projects inserted in the different subjects and this school has been participating for more than 10 years in Comenius and Erasmus projects. These projects worked with transversal values and the last Erasmus+ integrates arts and journalism. With the participation in this project our school intends to learn but also act as resourceful partner as far as different methodologies to teach languages are concerned.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Comenius Multilateral	2013	LLP-COM-KT-2013-LT00190	Kelme Jonas Graiciunas gymnasium
Erasmus +	2014	2014-1-LT01-KA201-000505	Kelme Jonas Graiciunas gymnasium

D.4.3. Legal Representative

Title

Gender Male

First Name

Family Name

Department

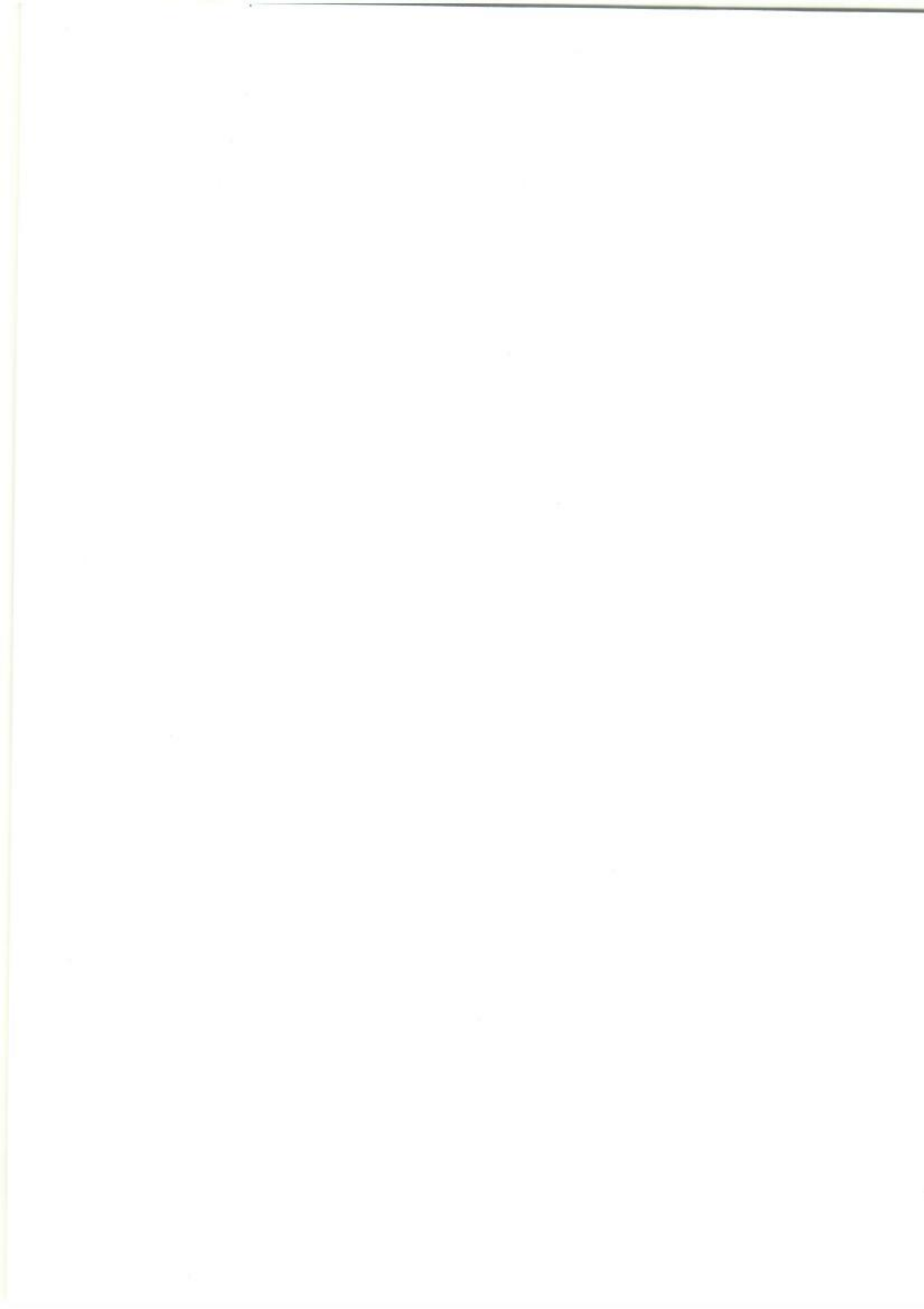
Position

Email

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Telephone 1

+370 42761195

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

D.4.4. Contact Person

Title

Gender

Female

First Name

Snieguole

Family Name

ZAVADSKIENE

Department

Position

teacher

Email

snieguolyte@takas.lt

Telephone 1

+37068655973

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



E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

Today's educators can't help noticing that screens have invaded our students' lives and have therefore drastically altered their relationship with information and knowledge over the last few years. The question here is not to know whether digital practises are healthy or not, but rather for schools to adapt themselves to these trends of on-demand services that can be accessible anywhere, to the surge of videos providing informative and entertaining content to hundreds or thousands of viewers. Hence the absolute necessity for teachers keep up, enrich their practices and make the most of modern tools to accompany pupils in their academic lives so that they do not stray away from the high quality and sound materials that most educational systems offer.

Another aspect of this tendency is that even though a majority of students know how to resort to these services, only a few of them are able to actually create or design one to make it fit their own purposes. And yet, it can't be denied that this is going to be a priceless skill in their future professional path as tomorrow's communication will undoubtedly rest on the digital media. That's the reason why schools have to take on the duty of training pupils in that domain as a part of a broader education to the media scheme.

Similarly, this growing trend of interconnection among people doesn't necessarily mean that everyone in the chain is an actor. On the contrary, most people in a defined group are more overwhelmed than clearly active in the process. On a smaller scale, this is particularly visible when pupils are undertaking some group tasks as they find it hard to cooperate towards a real team work. We all too often see in our classrooms the same attitudes with students failing to discuss about everyone's ideas, to plan or organize the different tasks they have to carry out, or to coach one another. Students do not always provide an optimal performance as a team. This is all the more regrettable as the already widespread information and communication tools, and more particularly the emergence of internal social networks, in companies or institutions will make it compulsory for any employee to know how to handle and be part of a team of workers.

In other words, the project arose from the need to enhance the digital skills of students, but also of their teachers because any program which aims at inserting new methods needs to make sure that educators' skills are strengthened in that domain. The development of all the competences that enable a group to operate as a team appears as an additional, but also transversal objective.

As for the added value of working in an international team, it can't be denied that having the students and teachers cooperate via ICT with partners who come from a different geographical place really illustrates what team work should be : the necessity to use a common language which is English, the necessity to carefully plan and define everyone's role and especially designate a coordinator or leader, the necessity to keep a group going to meet deadlines, the necessity to report back on their experiences and assess successes and shortcomings. In this respect, ICT will stand both as a tool and an end.

In the same vein, the experience has clearly shown that international cooperation widen horizons, brings new approaches to the routine, helps discover new points of view and breaks stereotypes. All in all, it exposes each student and teacher to an array of resource people, and learning directly from one another is a powerful source of motivation.

Needless to say that meeting people from other countries is personally and professionally enriching as all the people involved in the project will have the opportunity to learn about the cultural backgrounds of other participants. This will undoubtedly allow them to broaden their horizons, overcome cultural barriers and potential stereotypes. To put it differently, such a project is expected to prepare them to become open-minded European citizens.

In what way is the project innovative and/or complementary to other projects already carried out?

The project would complement a long term strategy carried out by most of the partner schools of the project which is to kit out classes with electronic and digital devices to fit educational purposes. The Lithuanian and Czech partners have widely inserted ICT projects in different subjects, the French partner has rendered the use of voice or video recording devices commonplace in languages classes to multiply the students' opportunities to practise orally.

All schools are doing their best to train their teachers, making the most of all the training tuitions that exist for educators. In this respect the Czech school's career development plan focuses on IT skills of teachers this year which means this project would help them meet the requirements as well as enhance the quality of their teaching methods. What is more, the teachers of Gymnázium a Jazyková škola are taking part in ERASMUS+ KA1 project this year which concerns introduction of CLIL methods into the classes. Then they could use the previously gained language knowledge and practice more at the same time and this would help enhance the outcomes of their KA1 project a lot.

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As far as the international dimension is concerned, an Erasmus + project perfectly fits in with the partner schools' policies of acquiring a European stature as well as inspiring to their students a greater sense of belonging to the European community. Indeed, all partners have been trying to support foreign language teaching for a long time since they are all convinced that this knowledge is essential for the future of their students. In this respect the Czech and the French partners provide their students with the possibility to learn some general subjects in another language (History, Geography, Science and Social Science) and the Lycée Prieur de la Côte d'Or established a special partnership with an association whose aim is to allow volunteer students to spend some terms in a foreign high school. The Lithuanian school in Kelme is also eager to develop its CLIL competences and is therefore very interested in seeing how its partners are implementing them in the school curriculum.

On top of that, all partners have a keen interest, and for some a considerable experience, in European projects like Comenius, E-twinning or even Erasmus+.

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

The different partners chosen for this project represent different schools but similar social realities as the schools are all situated in economically underprivileged regions with medium-high to high unemployment rates. Therefore, participation in European projects is often the only possibility for students to gain European experience and make the most of a mobility outside their home country.

The Lithuanian and French schools have already worked together and conducted two e-twinning projects in 2014 and 2015 ("Teens online" and "Sports Fans"). As Lithuania has a lot of experience using ICT-based methodologies for formal education as well as for different extra-curricular activities it seemed obvious to include the Kelmes Jono Graiciuno gimnazija in a project dedicated to modern tools. The Czech school also offers extra lessons on Web design, Graphics and Multimedia and was therefore highly interested in enriching their lessons with new materials.

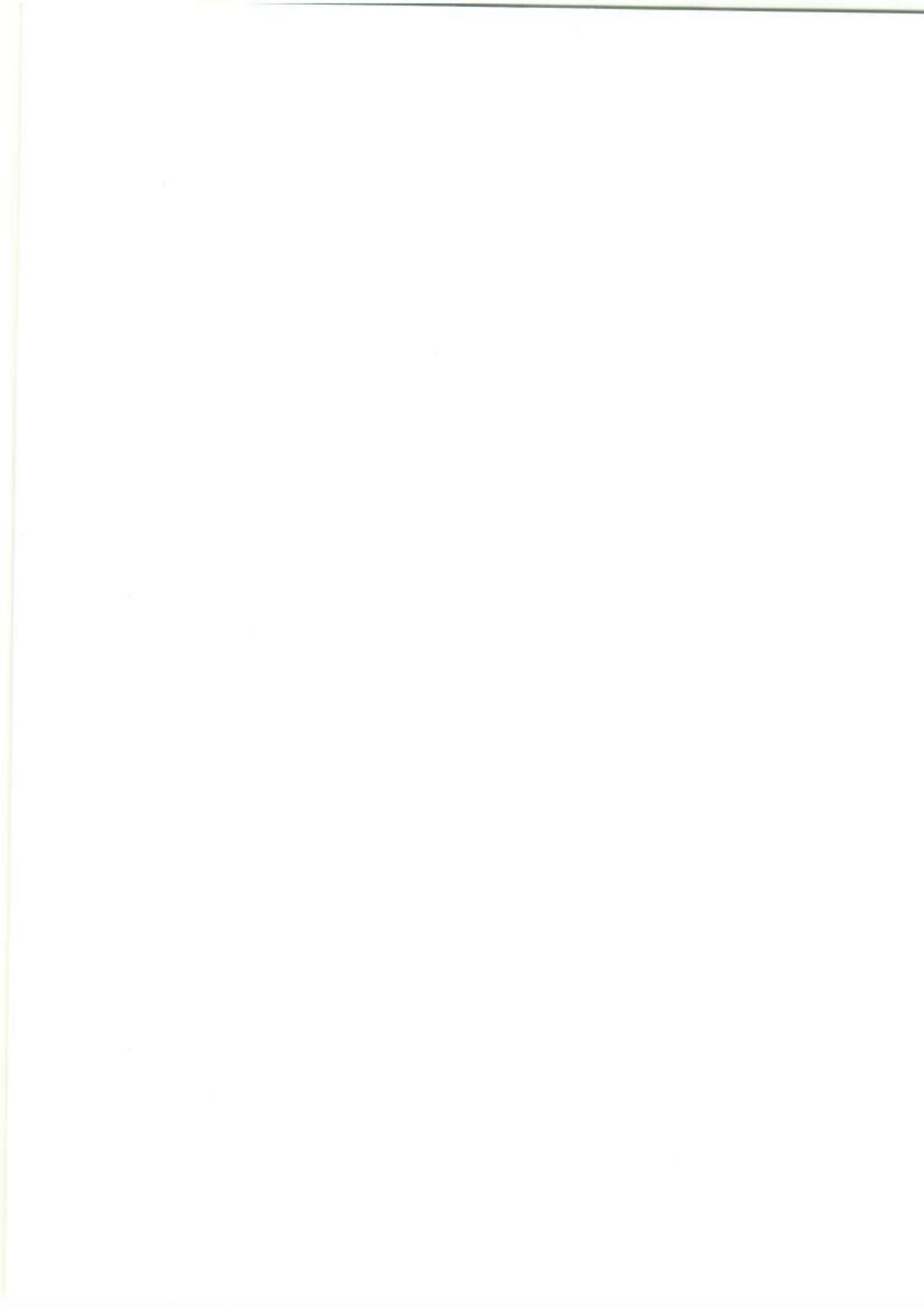
The Italian school was found by e-twinning and is undoubtedly the most eager to learn and acquire digital skills, for teachers and students alike, as the latter are often underestimated in regular schooling.

France and The Czech Republic got in touch via an Erasmus+ KA1 project which has arisen from the need of both schools to develop their CLIL (Content and Language Integrated Learning) profiles, with an emphasis laid on opportunities to enrich and adjust their teaching methods by learning about different educational systems, making the best of them and by exchanging experience. What's more, to be able to use CLIL method in the classes and join further projects we also need to equip our teachers with an appropriate language knowledge as this has always been the weakest part of any of our international cooperation. This was the main reason for our ERASMUS+ KA1 application which was aimed at non-language teachers. The experience and gained language and methodology knowledge can be further used in our new project as we are planning to get Chemistry, Geography, Maths, PE and IT teachers involved into the activities mainly.

Thus, though the project does not include newcomers in a European programme we deem it essential to involve non-language teachers as they usually are not included in international projects and this makes a deep gap in national schools, as these teachers do not have an opportunity to contribute to European educational system and at the same time they can not develop international perspective in their competences and work. It fits in with one of the main emphasis of the project which is to integrate all teachers into a team rather than in a group of separate professionals.

This project is structured so that all schools can add its own experience and expertise to the project :

- All partners, and to a lesser extent France, will use their technical planning and organizational skills acquired through participation in multiple European projects.
- France and Italy will rely on their school development plan which aim at strengthening the international dimension of their science departments.
- The Czech Republic and France will use their experience in CLIL-related tasks or interventions to meet the request of the other partners to develop in that domain.
- One of the strengths of Lithuania are its educational centres like the Publishing Centre and the Music Record Studio which will provide opportunities for enriching activities which perfectly fit in with the project's main objectives : team work and ICT.





How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

All partners will be in permanent communication using e-mails and Skype but also the new e-twinning live collaborative platform to handle the exchange and diffusion among members of some materials. Each coordinator will be in charge of communication with his/her own school community and team members thanks to the tool they deem the most relevant, be it leaflets, posters, school web pages or internal social networks.

In each school, the coordinator will rely on a group of teachers, agents and students, and their duties will be to

- plan and manage budget
- organize mobility activities and create digital or audiovisual, educational and open resources.
- ensure quality control and assessment of activities.
- appoint ambassadors to create multiplier events, that is to say to teach the newly-acquired skills to their peers.
- deal with dissemination of contents and experiences, especially among local communities such as parents associations, local administrations and newspapers.
- spot and validate new competences to complete Europass.
- draw conclusions on the achievements of the project's goals and work on how to ensure the sustainability of its outcomes.

One transnational meeting is to be held in France in Autumn 2016. The coordinators plus an accompanying person of each country will be involved. This first gathering will aim at finalising the discussion on the main elements of each mobility : activities taking place prior to, during and after the mobility, their contents but also the expected results so as to make sure that nothing is left to interpretation for all partners.

Indeed, the need of a transnational meeting developed from the experience of partners from previous projects. It is impossible to analyse deeply all the intentions of the involved partners in the application writing process and virtual communication due to language and cultural differences. What seems obvious initially on the paper might turn out confusing on the project implementation stage. Moreover, the participants will develop a quality measurement plan to evaluate and assess the desired impact, level of activities carried out and achieved outcomes. Therefore, the meeting will serve first as a risks prevention means to avoid all possible threats and secondly, as an administrative organisational tool. Two participants are going to attend it from each school: coordinating teacher and headmaster/vice director or any other official person from school administration in charge of this project. The role of the latter is to balance and optimize the project implementation with the school needs, strategies and policy.

What are the most relevant topics addressed by your project?

ICT - new technologies - digital competences

Early School Leaving / combating failure in education

Teaching and learning of foreign languages

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

The project will stretch over two years and require 4 short-term exchanges of pupils. During this period, different activities will be carried out and produce the following results

- An e-twinning project.
- A blog/website dedicated to the project, with a direct access from each partner school's website.
- An advertising campaign about the project (leaflets, posters, articles in local newspaper, presentations for the European Day of Languages, for Europe Day and for end of academic year celebrations, photograph exhibition on the school's open day)
- Creation of a logo for the project.

Open educational resources created during the project such as

- Videotutorials of the different ICT tools used during the project.
- glossaries featuring words and phrases in English and all the languages of the partners





- interactive videos to present the different partners.
- interactive videos of experiments conducted by students in Science.
- videos to illustrate English Idioms through an acted-out scene.
- dynamic slideshow of each partner's school and school system.
- dynamic slideshow to illustrate a grammatical aspect of English, together with a comparison with each partner's mother tongue.
- creation of a CD and its cover.

The aim of all these activities and output is to improve the students' and teachers' digital and communicational skills, as well as their abilities to conduct a collaborative task effectively. In addition, some of these open resources will be made available to enable student-made high-quality resources to be viewed by anyone in the school community, and more particularly by school drop-outs.

E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

1200

Please describe briefly how and in which activities these persons will be involved

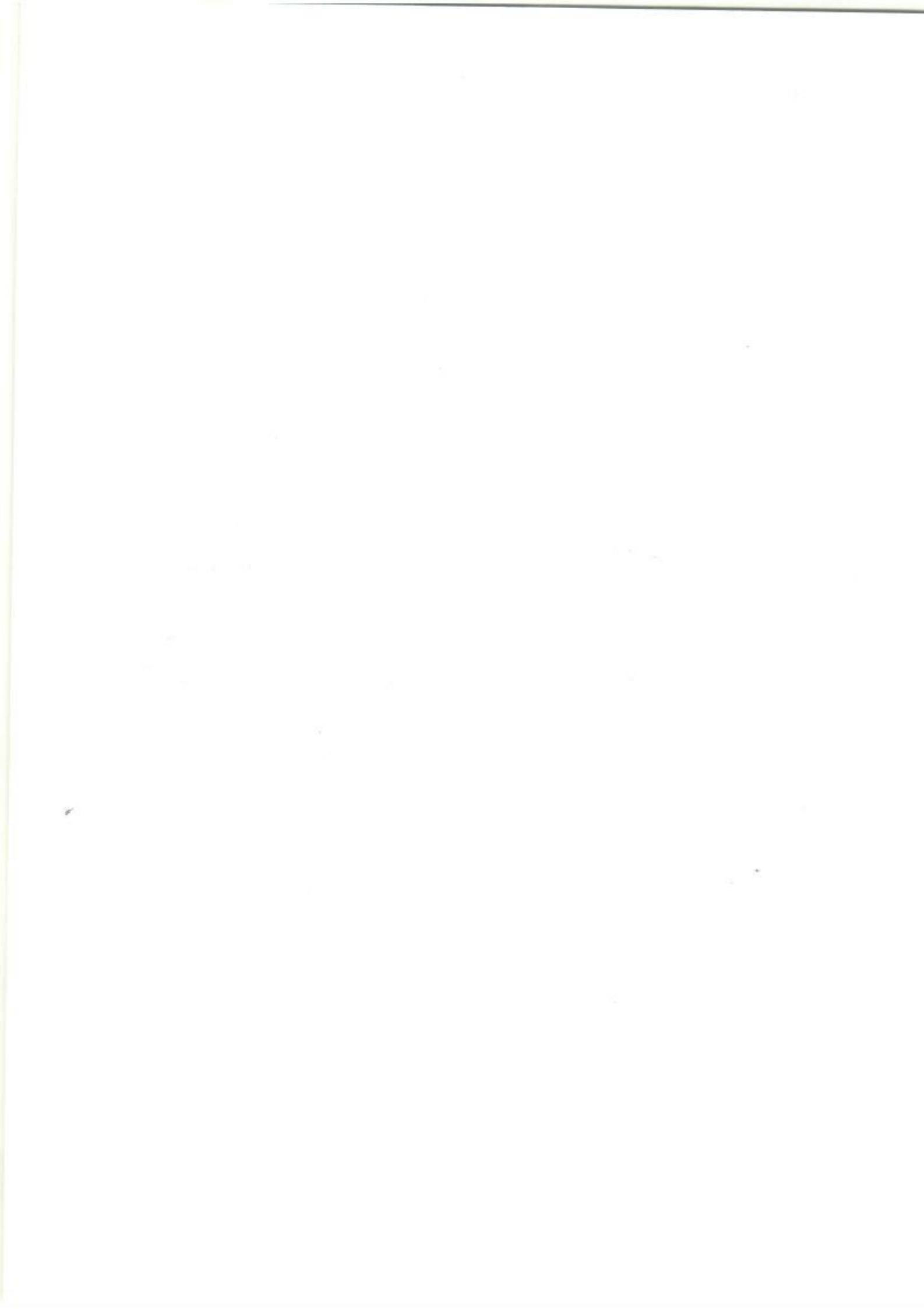
The school communities of each partner will be the primary recipients of the benefits of the project. All partners will involve a minimum of 15 different pupils in the mobilities, and a similar extra number when hosting their partners in their school. In return, each student may be appointed ambassador and will be given the opportunity to present workshops, or multiplier events, for their peers and pass their experience and knowledge onto them especially when it comes to students for whom the relevant use of ICT and team work are directly or indirectly assessed in their syllabus. As making the outcomes of the project available online as open resources will be a priority, the benefits of the project should reach pupils that may have dropped out of the system and maintain a much-needed link with educators. To sum it up, the estimated number of students affected will hover over a hundred per country.

Each school will involve 2 to 4 teachers in the transnational meetings and a team of 8 to 10 teachers for the different mobilities and an even larger team for the hosting event. On a local scale, all educators involved will become resourceful people as regards the content and skills enhanced throughout the project and will be in charge of training their colleagues but also the ones of the surrounding schools and middle schools. In this respect, the project will insist on the necessity to create and/or make the most of potential connections existing between different schools in the area. The aim being to implement the outcomes of the project on a regional scale to ensure continuity and sustain motivation of pupils at any age. Again, the emphasis should be laid on the participation of non-language teachers to the project as we need different methodologies and different approaches to reach higher goals. On the whole, some ninety to a hundred or so local teachers should benefit from the scheme, depending on the size of the school community

In addition, local administrations such as local town councils, school inspectorates, regional authorities but also parents will be directly or indirectly involved in the programme

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

No





F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

Prior to implementing the project activities, meetings and mobilities, the different partners must get organised to prepare for the successful project implementation.

1. Each school will state a meeting, or any mean they deem the most relevant, with the whole staff (teaching and administrative personnel) to explain the project that will be carried out. After students have been informed about the project and its objectives the volunteers will be selected according to ability, needs and dedication to the project's values so as to build up a team as soon as possible within the two year period.

As for teachers, a project team will be formed and formally documented/validated by school directors. The project team formation is based on volunteering and professional principles. Native and foreign language, ICT, arts, science and humanities teachers are also included. Staff are provided with information and any relevant help. Teachers are selected for mobility activities.

All participants will be made aware that stepping into the project is a two-year long commitment and that any withdrawal will affect more than one participant.

2. Work scheduling and work distribution plans in the project team will be carried out

3. All the stake-holders will be informed about the project: school community, city community, local authorities, local education authorities, parents, other organizations

4. Methodological activities : implementing the project may lead to a revision of school curriculum, long-term lesson plans in methodological units/departments taking part in the project activities, adapting lesson plans to accomodate mobility students needs, the latter will be provided with all necessary cultural help

5. Clarification : the coordinators will enquire about technical ICT and multimedia possibilities in their school.

6. Since the project will involve pupils under 18, the partnership schools will obtain the prior authorisation of participation (including photos publication) from their parents or those acting on their behalf.

7. Participants of mobility activities will be asked to obtain their personal European Health Insurance Card.

During the whole project, each partner and especially the coordinator will have to be in permanent communication with the school bursar to make sure that budget planning and management is under strict control.

The first transnational meeting that will be held in France in October 2016 will allow all partners to skim through all the activities that will be scheduled and clarify things as far as as protocols, contents, number of participants actually involved, available hardware and software, expected outcomes are concerned.

F.1. Project Management

How will you ensure proper budget control and time management in your project?

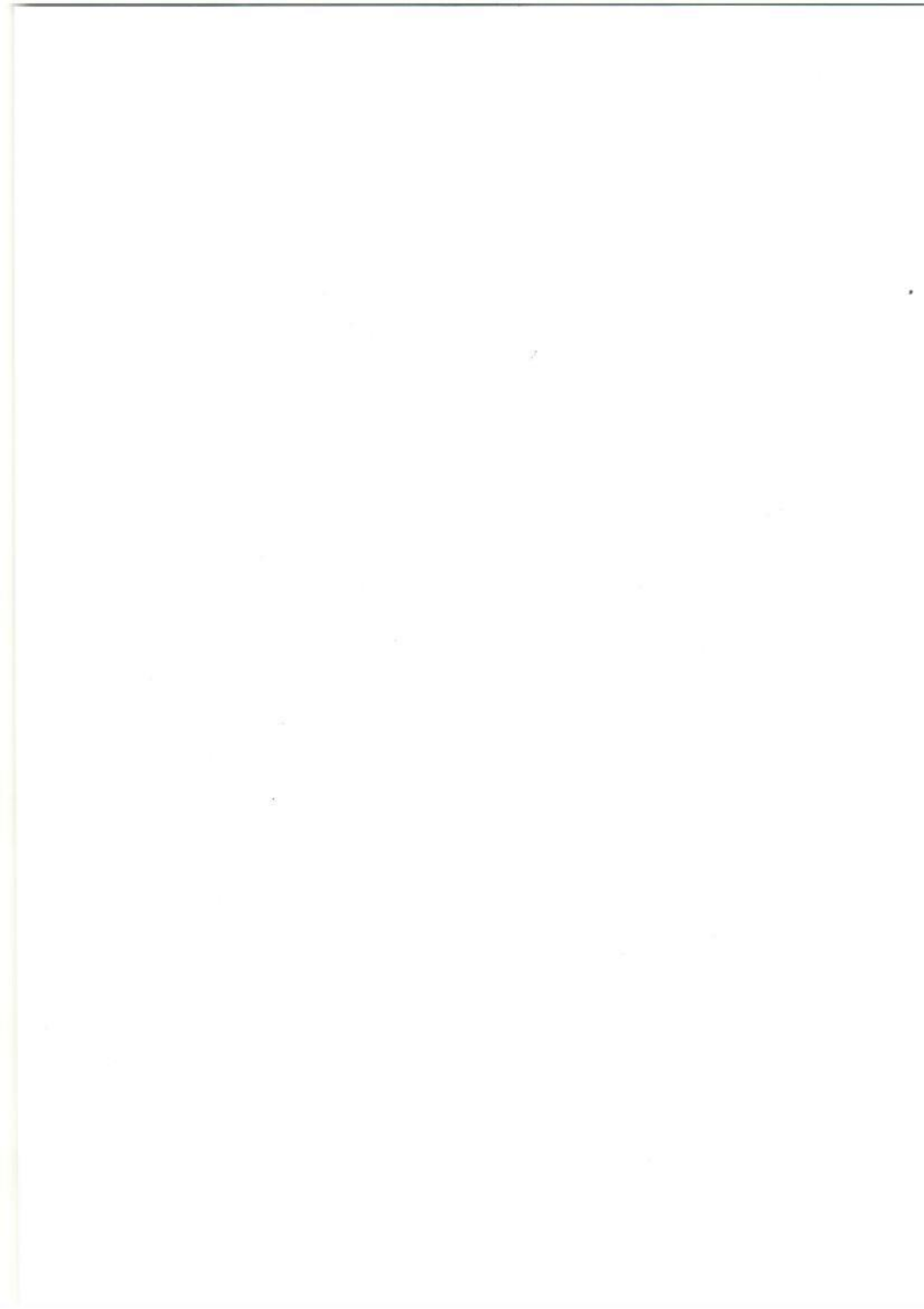
The project being a strategic partnership, every participant will sign a contract with its national agency and will therefore be responsible for the management of its own grant. Each coordinator will work hand in hand with the bursar of his/her school and take stock of the situation before and after each mobility. To reduce expense and make the most of the grant, it is crucial that the date of the forthcoming mobilities should be defined as accurately as possible so as to avoid undue fluctuation in the price of airline tickets and have the widest choice to select the most relevant accommodation for partners.

Time management is therefore a crucial point that will be dealt with a reverse schedule implemented from the first transnational meeting onwards. Only then, will all partners be fully in possession of all the dates and deadlines which intersperse the academic year. Once a common protocol has been defined, each coordinator will be in charge of monitoring his/her team to meet the different requirements.

The role of the twinspace and the website of the project shouldn't be underestimated here as they will offer the possibility to display up-to-date information that will be available to every partner.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

The first transnational meeting involving all the coordinators will play a key role here as all the items pointing to the success of each activity will be listed on this occasion. Each mobility will have its content, methodology, target groups, actors, and foreseen results be discussed again so as to lay a basis for the elaboration of questionnaires that will be filled after each mobility by each participants, students and teachers alike. The number of partners clearly stands as an asset since a team of four will make negotiations more feasible and, at the same time, is likely to make the contributions more enriching.





Coordinators and accompanying personnel should meet towards the end of each mobility to go through the different questions, request and problems that may have arisen but also to make sure that each delegation is on the right way for the next mobility. In this respect, the intellectual productions of each mobility and the results of the survey carried out through the questionnaire will be made visible on the twinspace and on the website of the project as soon as possible.

What are your plans for handling project risks (e.g. conflict resolution processes)?

The project will naturally be implemented as has been planned by the four partners. If we arrange the trip and different tasks carefully during the first transnational meeting, and if we work in accordance with our plan, it should be easy to anticipate the problems and solve them in advance. Communication is a key thing in that field as all partners will have to report on the preparation of the different activities regularly to make delays immediately visible and allow them to be supervised and handled. For this communication to be optimal, the means to stay in touch shouldn't be too numerous as multiple channels increase the risks of a partner overlooking a piece of information. The potential lack of support from the school board or from other colleagues will be anticipated by insisting on dissemination of the results in the school to fight off this possible feeling of distance. However, such a situation is very unlikely as the present support from all the schools' management teams has been total up to now.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

The different questionnaires handed out at the end of each mobility will see to the correct and optimal implementation of the different activities.
As for indicators of achievements, different parameters will be monitored before and after the project.
- a better mastery of digital tools should be visible in the students' academic routines, especially when it will come to presentations or individual - or team - projects. The French partner will pay particular attention to the achievements of its year 11 students whose final exam includes an oral presentation encompassing two different school subjects, often supported with a slideshow or video. As the average quality of these presentations has been one of the criteria that sparked off the project, and since the relevancy of the digital support as well as the ability to work as part of a team are assessment criterias, the teaching team expects a noticeable improvements in the students' results in the long run.
- the ability of partner schools not only to provide workshops, animated by student ambassadors who will have been involved in the project, but also to sustain this practice, will be an unquestionable mark of achievement. Indeed, these workshop will be the proof of the students' enhanced mastery of digital skills and teambuilding techniques.
- the project being, directly or indirectly, a way to broaden the minds of the people of the school community and give them a glimpse of where their future professional life might lie, the partner schools will pay a particular attention to the number of pupils who contemplate spending part of their academic years abroad. In this respect the French partner will closely monitor the number of students who volunteer to spend a term, a semester or a year in a foreign school thanks to their partnership with AFS (American Field Service), but also the number of pupils who will request attendance in the European section as this will be a proof of a positive impact of the the project outside the high school's boundaries.
- from a very practical point of view, the number of digital materials (interactive videos, dynamic slideshows) that will make it to the project's but also to the partner schools' websites, so as to be available to as many as possible, will be an obvious sign of success. Each partner will pay attention to the number of views/clicks that these medium generate.
- as for teachers, the main indicator will be their ability to transfer their newly acquired knowledge and experience in the classroom, to make their teaching more efficient and attractive. Since this attractivity is hard to assess accurately, the number of colleagues they will manage to transmit their competences to will stand as a reliable alternative. Indeed, the willingness to share one's experience often springs from a personal feeling of satisfaction and achievement as regards this method.
- finally, one of the main objectives of the project being teambuilding, each partner will see how the number of transdisciplinary projects is evolving in each school.





G. Implementation

Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

The general organisational scheme will be as follows :

The first transnational meeting will be held in France in October 2016 with at least two representatives of each partner school. This first gathering will aim at finalising the discussion on the main elements of each mobility : activities taking place prior to, during and after the mobility, their contents but also the expected results so as to make sure that nothing is left to interpretation for all partners. This meeting is also meant to be an opportunity to become a little familiar with the communication tools and media which will be used throughout the programme, that is to say the twinspace devoted to the project, the website and its different sections, but also an overview of all the software the students - and their teachers - are going to work on. Some tutorials will be suggested for the person requiring them. All in all, the idea is to make everyone aware of where we are going and how. The website and the twinspace are also expected to give everyone a sense of belonging to a team.

This meeting will also be the occasion to start or intensify, depending on each partner's situation, the advertising campaign about the project. The group of coordinators will design leaflets or posters to promote the programme in their own school community and generate some expectations among its members. In the same vein as the Twinspace and the website, this communication material will reinforce the identification to a team.

The first mobility will take place in France in spring 2017, in March. The decision to set it quite late in the academic year illustrates a willingness to grant each team enough time to provide high-quality materials for the mobility without hindering school teaching in the first few weeks.

The second mobility will take place in The Czech Republic in late April - early May 2017.

The third mobility will be set in Italy, in October 2017.

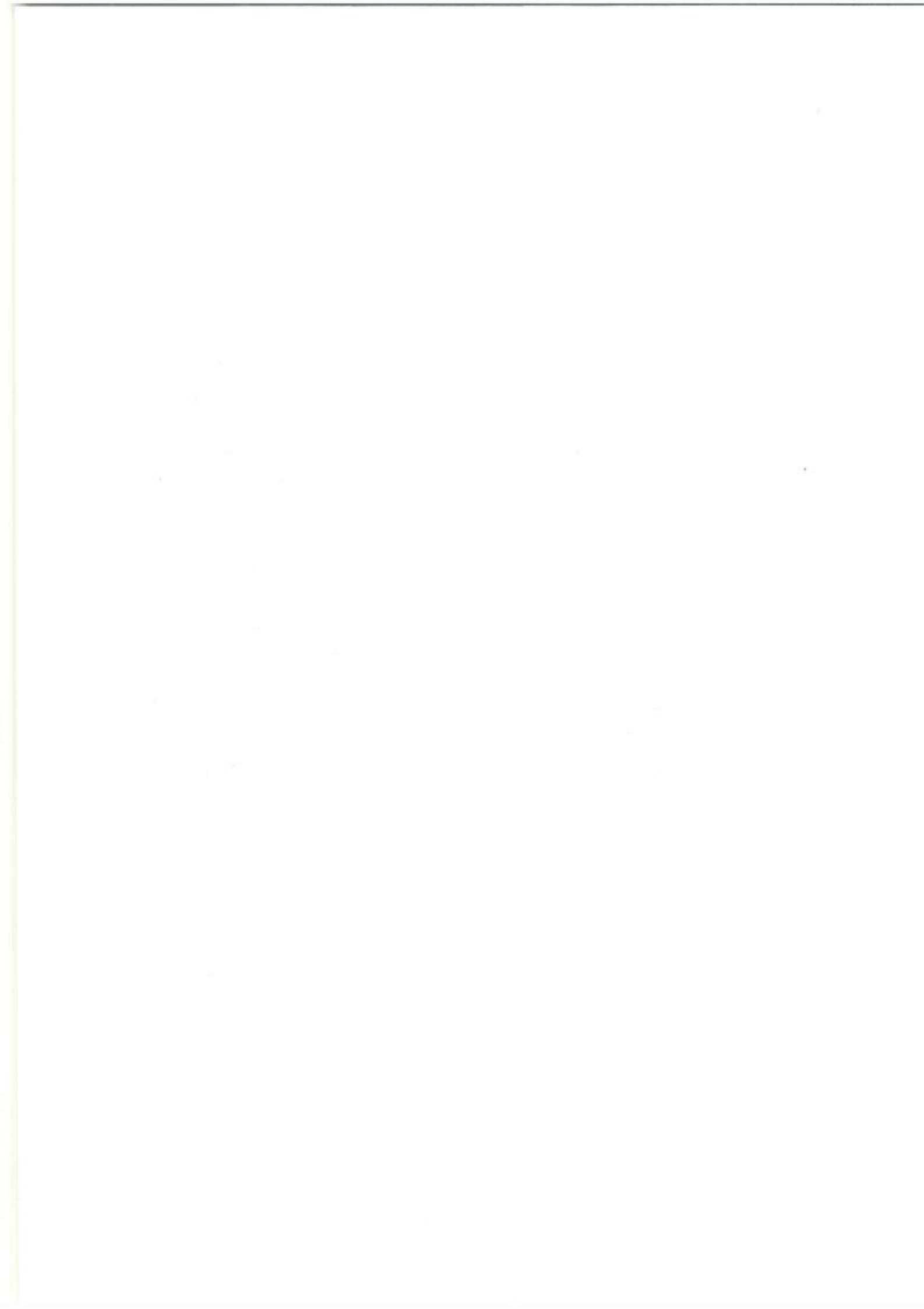
The fourth and final mobility will be set in Lithuania, in April 2018.

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

Once the project has started in earnest, the activities carried out during the two-year time span will fall into three categories :

- Collaborative tasks involving students and/or teacher in their own school. (prior to a mobility)
- Collaborative activities involving students and/or teachers from different countries carried out via the twinspace. (prior to and after each mobility)
- Collaborative activities, among people from different countries during the short-term exchange of groups of pupils.

All activities will focus on team work and the use of ICT to fit in with the main objectives of the project and meet the needs of the four participants.





G.1. Learning/Teaching/Training Activities

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

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

The activities of each transnational meeting have been designed to contribute to the achievement of the main goals of the project : enhancing team work and developing digital skills, but also producing some materials which will become open resources for school communities. ICT will appear both as a mean and an end as it will enable students and teachers to collaborate on unifying tasks.

Each activity has been thought out to reflect the strengths and/or school development plan of each hosting partner during a short-term exchange of groups of pupils.

- The French partner school has a dynamic science department which is eager to acquire a European dimension to fit the need of the prospective CLIL classes in science.

- The Czech partner school provides Humanities classes taught in a foreign language, and also features a section for athletes.

- The Italian partner school also has a dynamic Science and Mathematics team, and has already been involved in project based on drama.

- The Lithuanian partner school has unique facilities like the Publishing center and the Music record studio with highly-experienced teachers in these fields. They have also integrated Arts in their curriculum.

Do involve or integrate Arts in our project Italian School -

The overall aim of this project is not only to promote multilingualism, which will be achieved through the use of English as a common language for all partners, but also to try to work on different foreign languages which are studied in each school. It also corresponds to a desire to involve teachers whose subject is not necessarily languages.

Some activities will be conducted prior to mobilities by national teams and will act as a basis or an inspiration to tasks carried out during the short-term meeting by transnational teams.

The same pattern will apply to teachers who will have to analyze the situations in their respective schools as far as ICT and a school subject is concerned, but also observe the way students are handling team management for their preliminary task, and then report about both items. During the mobility, teachers will present their analysis of the various situations, discuss on what could be implemented in this respect in their schools, collaborate on a video tutorial featuring tips for efficient team work (the content being dependent on their observations of pupils in their own countries).

In addition, the students will have to work on 4 one-year-long projects to design grammar capsules in English, about one aspect of English language that will be compared to a similar aspect in 2 other languages of the partnership. The outcome will be an array of dynamic slideshow presentations that is supposed to help learners - especially for those who are outside the school community like drop-outs - improve their language skills but also raise awareness about the existence of languages that do not benefit from such a wide exposure as English. The Twinspace will be a priceless tool to ensure communication and collaboration.

The activities described underneath are short-term exchanges of groups of students and short-term joint staff training events which will successively happen at the same time and at the same place within these countries (France, Czech Republic, Italy, Lithuania). For this reason, we are not requesting budget for accompanying people, so that teachers participating in the short-term joint staff event will be in charge of the students in the short-term exchanges.

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	ICT and Science exchange workshops (the whole workshop will be in English) Preliminary activities will mainly engage students' reflection on the omnipresence of science





in our everyday lives.

- The French team of students will create an English-French glossary for foreigners, to make their guests stay more pleasant but also to raise awareness about other languages.
- Each national team of pupils will have to shoot an interactive, quiz-like video, using Zaption, which will feature an everyday-life scene in their own town, interspersed with questions on basic principles or formulas, or vocabulary in the field of Biology, Physics or Chemistry.
- Each national team will also be in charge of designing a slideshow presentation, using Prezi for instance, of their school and of the national school system.
- All members may submit a logo project.

During the mobility, the activities carried out will be as follows

- Ice-breaking activity with presentations of the different schools.
- The different logo will be submitted and a vote will be cast.
- Each team will present its video "science is everywhere" and conclude with a review of their ability to work as a team.
- Transnational teams will be formed to carry out experiments in Biology, Physics and Chemistry. These experiments will be based on the videos prepared at home but will also fit in with the partner schools' national curriculums in these subjects. Each experiment will be filmed and edited to come up with a reference demonstration that all science teachers should be able to use.
- Filling assessment questionnaires.

After the mobility

As for dissemination, all videos will be made available on the project website and distributed to all stakeholders.

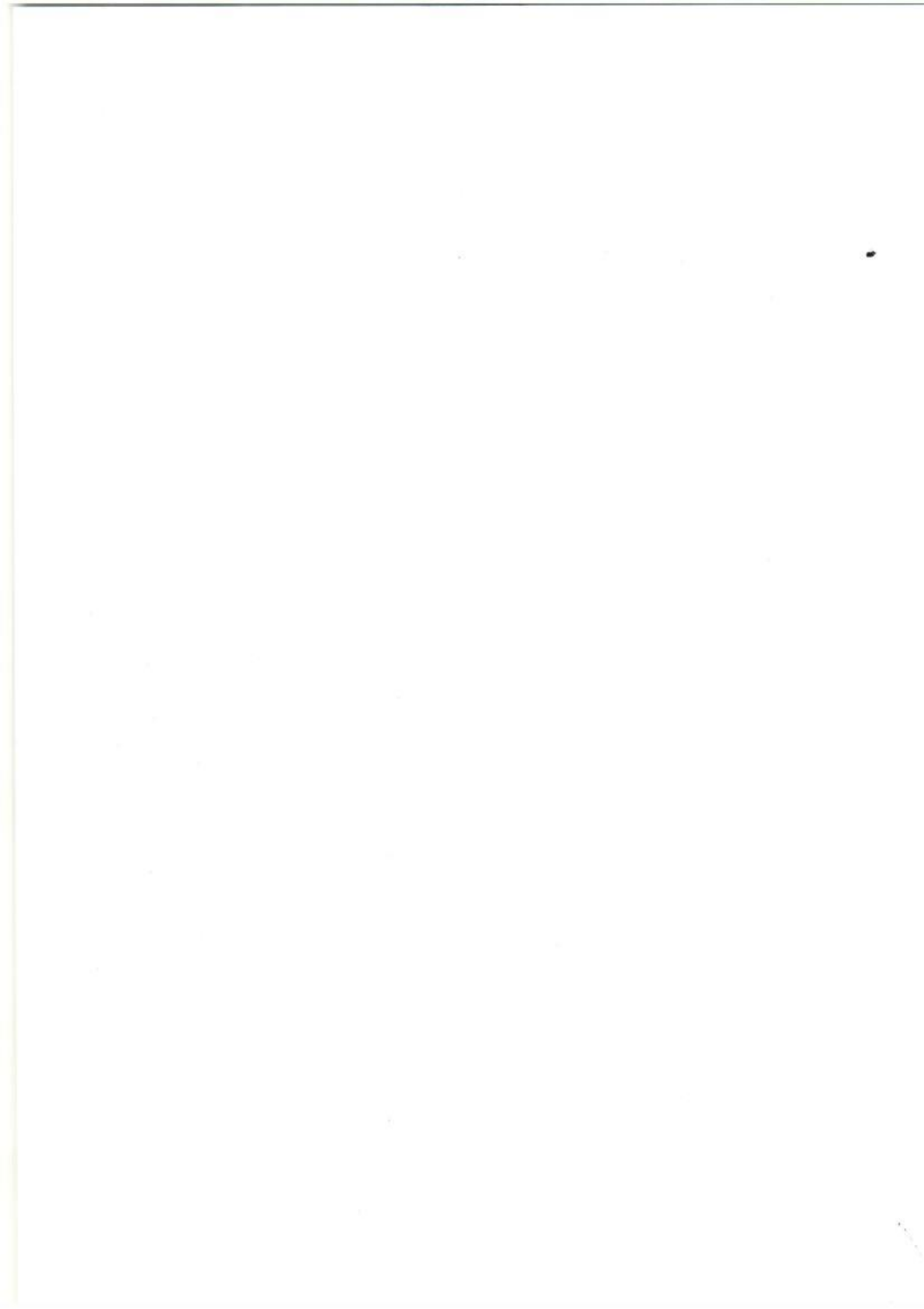
No. of Participants	18
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Lycée Prieur de la Côte d'Or
	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin
	Istituto Statale d'Istruzione Superiore "Pitagora"
	Kelmes Jono Graiciuno gimnazija

Activity No.	C2
Fields	School Education
Activity Type	Short-term joint staff training events
Activity Description	ICT possibilities in Science Before the mobility: -teachers will analyze the situation at their schools: how science subjects include ICT in their lessons and will prepare a report. - they will also monitor the students as they are working on their activities and take notes as regards the students' capacity to collaborate on a task (strengths and weaknesses will be

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pointed out)

- French teachers will be in contact with other teams of teachers to learn about national curriculums in science, and to be aware of the principles or formulas that the students have decided to highlight in their respective interactive videos. The aim being to prepare the experiments carried out during the mobility.

During the mobility:

- each partner will present their reports about ICT used in science lessons in their schools. In this way they will share their good practices within international range. They will be able to measure and evaluate their progress and shortcomings in this field
- they will attend and observe science lesson where students will use ICT
- they will have a discussion about the observed lesson, make report and publish it in etwinning platform as well as distribute the good practice in their schools.
- Every participant, including students, will update their own CV, European skills passport and Europass mobility.
- Filling assesment questionnaires.

After mobility: they will distribute their report and methodological recommendations to all possible stake-holders in forthcoming science classes.
The videos created by students will be made available on the project's website.

No. of Participants	7
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Lycée Prieur de la Côte d'Or
	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin
	Istituto Statale d'Istruzione Superiore "Pitagora"
	Kelmes Jono Graiciuno gimnazija

Activity No.	C3
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	<p>ICT Humanities and Sports exchange workshops (the whole workshop will be in English)</p> <p>Preliminary activities will mainly engage students'reflection on geographical landmarks of their countries, the most popular sports , but above all on representations that other Europeans may have about their own country.</p> <ul style="list-style-type: none"> - The Czech team of students will create an English-Czech glossary for foreigners, to make their guests'stay more pleasant but also to raise awareness about other languages. - Each national team of pupils will have to act out a scene, showing a local person taking part in a quiz game on TV or playing a trivia game featuring questions about local geography and national sports. The concept of stereotypes will be dealt with as each team will work on external representation of their fellow citizens. The scene will be filmed and edited by students to produce a video entitled "question time".

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- Each national team will also be in charge of designing a slideshow presentation, using Prezi for instance, of their town and region.

During the mobility, the activities carried out will be as follows

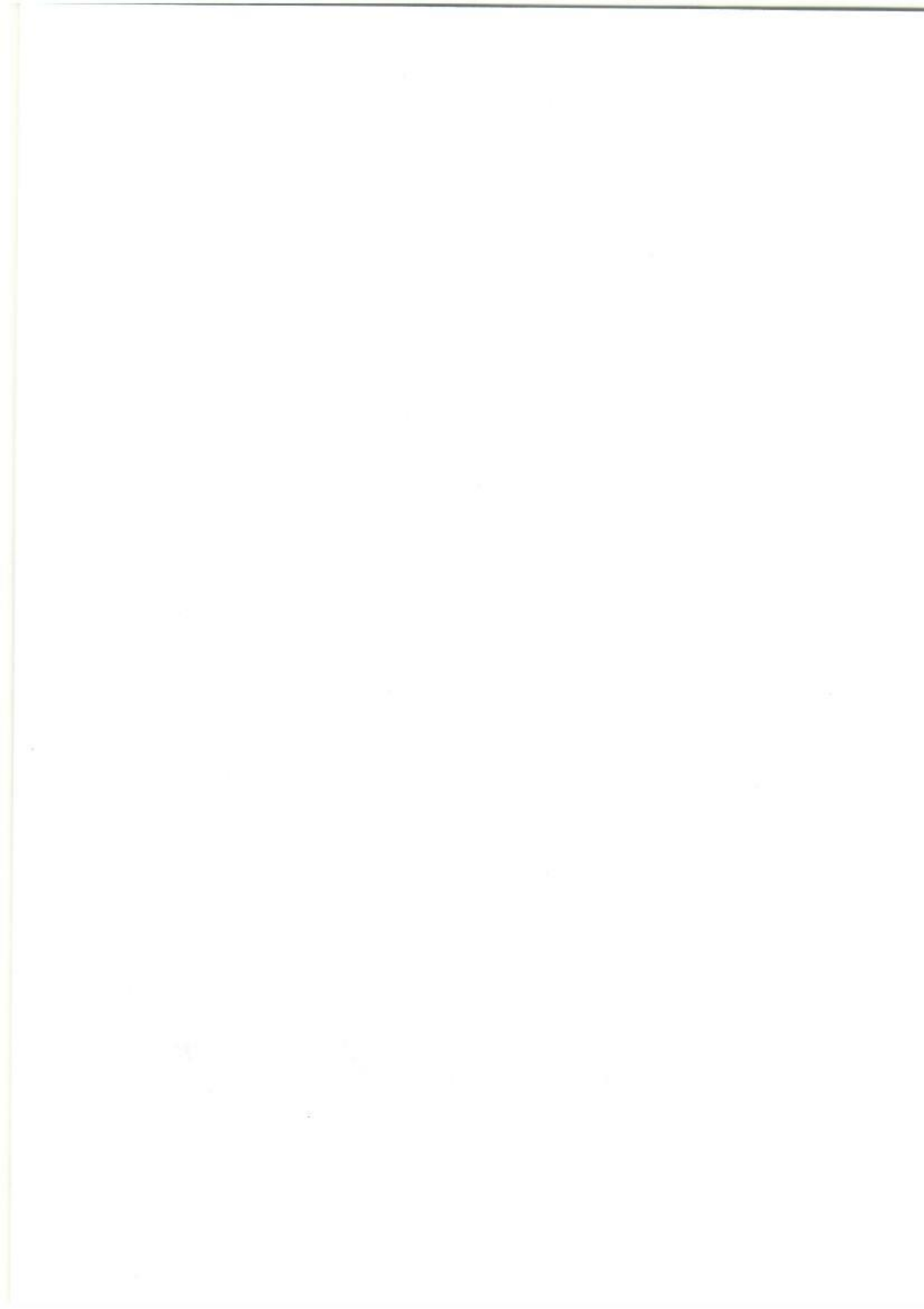
- Ice-breaking activity with presentations of the different towns and regions.
- Each team will present its video "question time" and conclude with a review of their ability to work as a team on this task.
- Transnational teams will be formed :
Some will design geography quizzes, using Quizlet for example, with the permanent concern of meeting the requirements of national curriculums.
Some will shoot videos featuring students performing technical movements or basic strategies in defined sports. These videos may be turned into interactive ones thanks to Zaption.
- Filling assessment questionnaires.

After the mobility

For dissemination, all videos and quizzes will be made available on the project website and distributed to all stakeholders.

No. of Participants	18
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin
	Lycée Prieur de la Côte d'Or
	Istituto Statale d'Istruzione Superiore "Pitagora"
	Kelmes Jono Graiciuno gimnazija

Activity No.	C4
Fields	School Education
Activity Type	Short-term joint staff training events
Activity Description	<p>ICT possibilities in Humanities and Sports</p> <p>Before the mobility:</p> <ul style="list-style-type: none"> -teachers will analyze the situation at their schools: how Humanities and Sport subjects include ICT in their lessons and will prepare a report. - they will also monitor the students as they are working on their activities and take notes as regards the students' capacity to collaborate on a task (strengths and weaknesses will be pointed out) - Czech teachers will be in contact with other teams of teachers to learn about national curriculums in Humanities (especially History and Geography), and to be aware of the landmarks and sports that the students have decided to highlight in their respective interactive videos. The aim being to prepare the tasks carried out during the mobility.





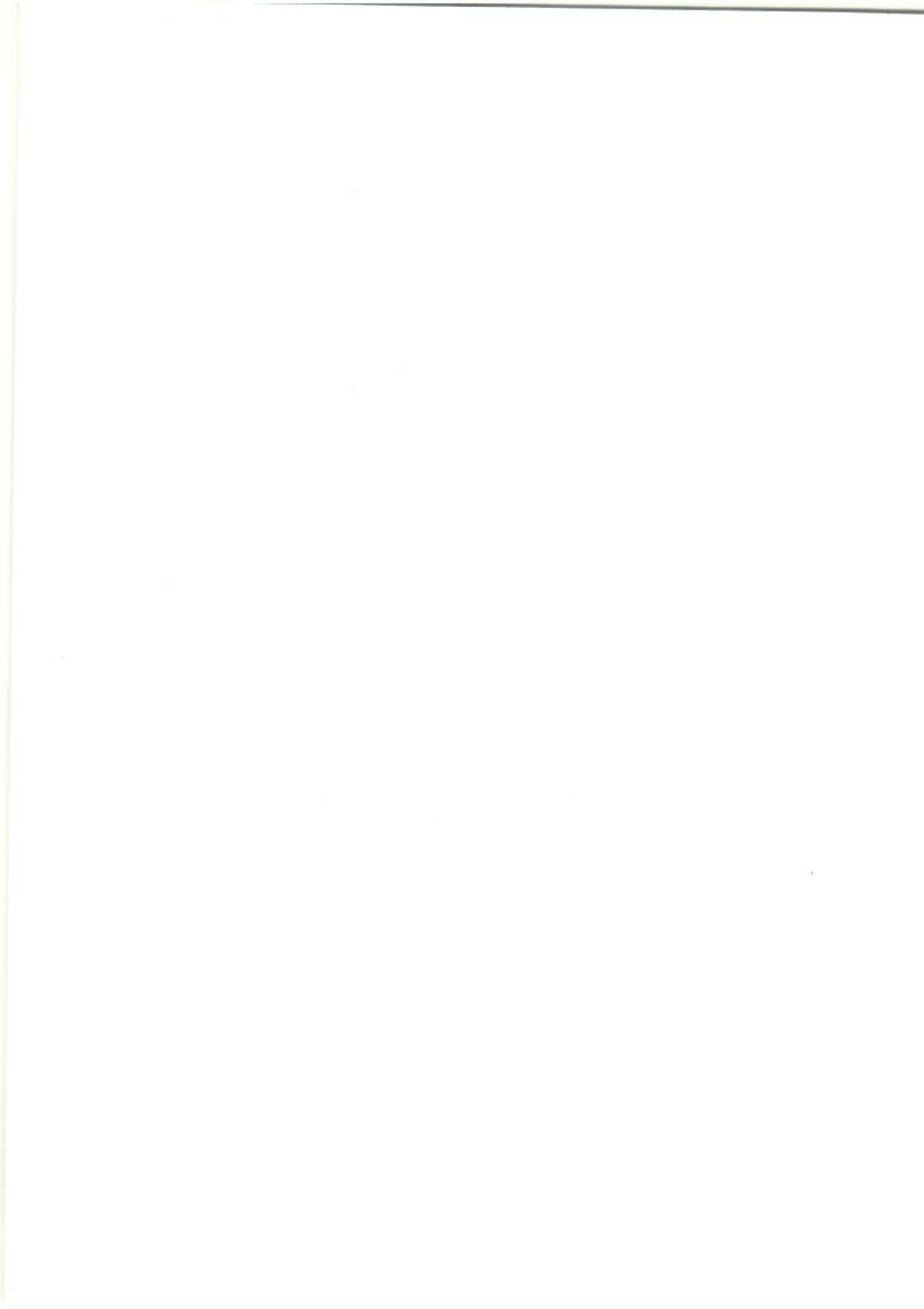
During the mobility:

- each partner will present their reports about ICT used in Humanities and Sports lessons in their schools. In this way they will share their good practices within international range. They will be able to measure and evaluate their progress and shortcomings in this field
- they will attend and observe a History, Geography or PE lesson where students will use ICT
- they will have a discussion about the observed lesson, make report and publish it in etwinning platform as well as distribute the good practice in their schools.
- Every participant, including students, will update their own CV, European skills passport and Europass mobility.
- Filling assessment questionnaires.

After mobility: they will distribute their report and methodological recommendations to all possible stake-holders in forthcoming science classes.
The videos and quizzes created by students will be made available on the project's website.

No. of Participants	7
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin
	Lycée Prieur de la Côte d'Or
	Istituto Statale d'Istruzione Superiore "Pitagora"
	Kelmes Jono Graiciuno gimnazija

Activity No.	C5
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	<p>ICT mathematics and drama exchange workshops (the whole workshop will be in English)</p> <p>Preliminary activities will mainly engage students' reflection on the importance and usefulness of Maths, but also on the possibilities offered by videomaking (mainly impressions conveyed by different angle shots) and video editing.</p> <ul style="list-style-type: none"> - The Italian team of students will create an English-Italian glossary for foreigners, to make their guests' stay more pleasant but also to raise awareness about other languages. - Each national team of pupils will have to imagine a practical problem (like figuring out the height of a building or the time required by an object to cover a distance) which can be solved with the help of mathematics. Students will have to shoot a video to present the initial problem and imagine a scenario to act out the solution. <p>During the mobility, the activities carried out will be as follows</p> <ul style="list-style-type: none"> - Each team will present its video and conclude with a review of their ability to work as a team. - Transnational teams will be formed to work on sketches which will illustrate an English idiom containing a number. Starting from an idea that will be provided to them, the students will have to collaborate to come up with a dialogue and a story board before shooting the





mini movie.

- Filling assessment questionnaires.

After the mobility

For dissemination, all videos will be made available on the project website and distributed to all stakeholders.

No. of Participants	18
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin Lycée Prieur de la Côte d'Or Istituto Statale d'Istruzione Superiore "Pitagora" Kelmes Jono Graiciuno gimnazija

Activity No.	C6
Fields	School Education
Activity Type	Short-term joint staff training events
Activity Description	<p>ICT possibilities in Mathematics and drama</p> <p>Before the mobility:</p> <ul style="list-style-type: none"> -teachers will analyze the situation at their schools: how Maths subjects include ICT in their lessons and will prepare a report. <p>During the mobility:</p> <ul style="list-style-type: none"> - each partner will present their reports about ICT used in Maths classes in their schools. In this way they will share their good practices within international range. They will be able to measure and evaluate their progress and shortcomings in this field. -they will attend and observe a Maths lesson where students or the teacher will be using ICT. -they will have a discussion about the observed lesson, make report and publish it in etwinning platform as well as distribute the good practice in their schools. - Every participant, including students, will update their own CV, European skills passport and Europass mobility. - Filling assessment questionnaires. <p>After mobility: they will distribute their report and methodological recommendations to all possible stake-holders</p>
No. of Participants	7
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0

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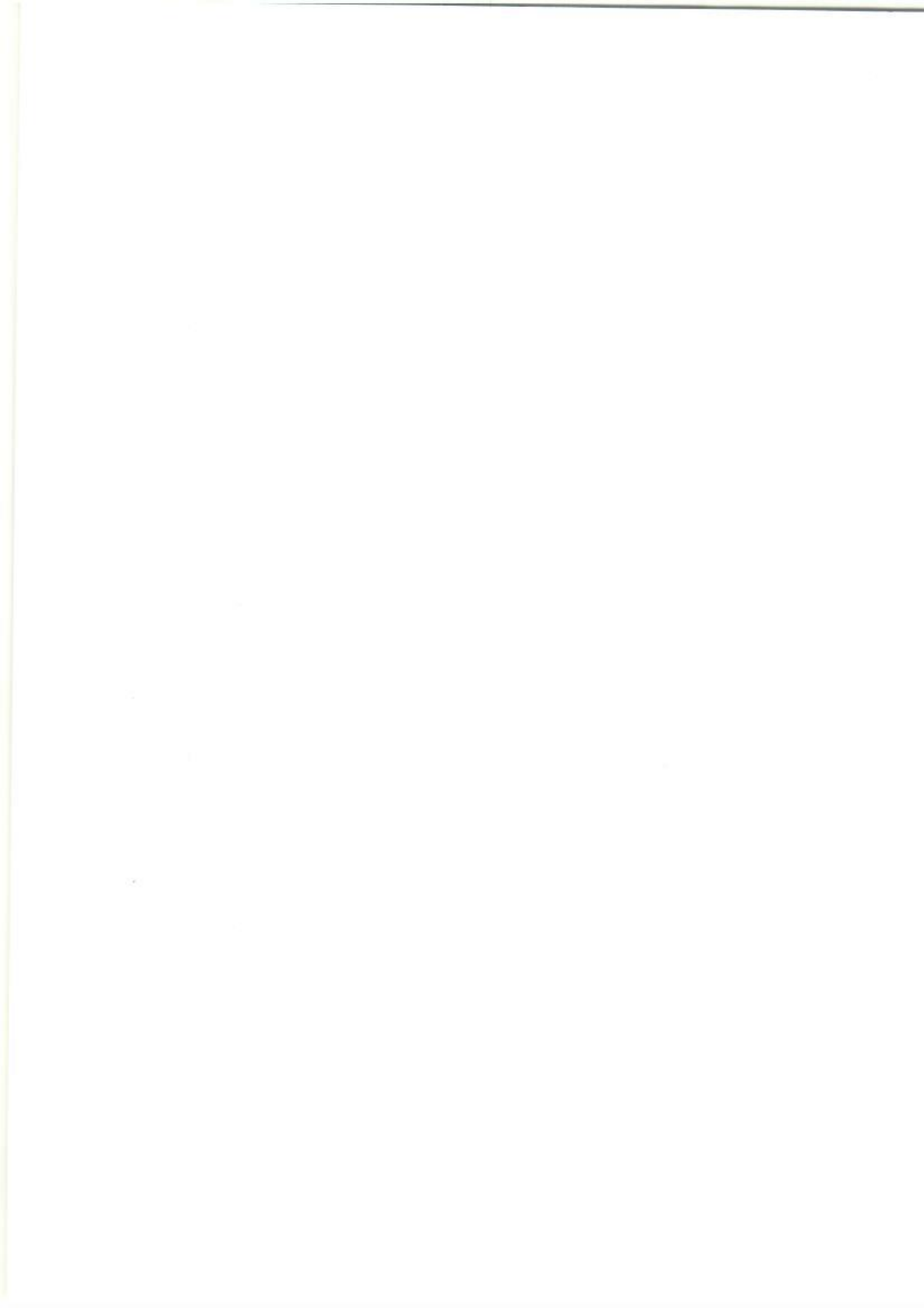


Duration (days)	7
Duration (months)	
Participating Organisations	Lycée Prieur de la Côte d'Or
	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin
	Istituto Statale d'Istruzione Superiore "Pitagora"
	Kelmes Jono Graiciuno gimnazija
Activity No.	C7
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	<p>ICT and arts</p> <ul style="list-style-type: none"> - Before the mobility: - the Lithuanian team will work on an English - Lithuanian glossary for foreigners. - all partners will submit creative photos, pictures on the topic "ICT at school" on the twinspace of the project and all participants will have to react and write what this picture may evoke in her/his mind. All the participants will vote and select the best contributions which will be deposited on a virtual wall. These contributions will act as an inspiration for creating their own piece of music using special computer program. <p>During the mobility:</p> <ul style="list-style-type: none"> -students will work in several international groups on a product -CD from its initial stage - writing music with special computer program, recording it in the school Music Record Studio, designing a CD cover with a special software, publishing the CD in the school Publishing Center and presenting it to the international audience. <p>Aim: students will be introduced to existing special music computer programmes as well as to the specific jobs available in music publishing field. Moreover, they will learn how to realize their creative needs using ICT which will develop their creativity and imagination.</p> <ul style="list-style-type: none"> - Filling assessment questionnaires. <p>After the mobility:</p> <ul style="list-style-type: none"> -CD will be distributed as widely as possible as a teaching material.
No. of Participants	18
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Kelmes Jono Graiciuno gimnazija
	Lycée Prieur de la Côte d'Or
	Istituto Statale d'Istruzione Superiore "Pitagora"
	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin

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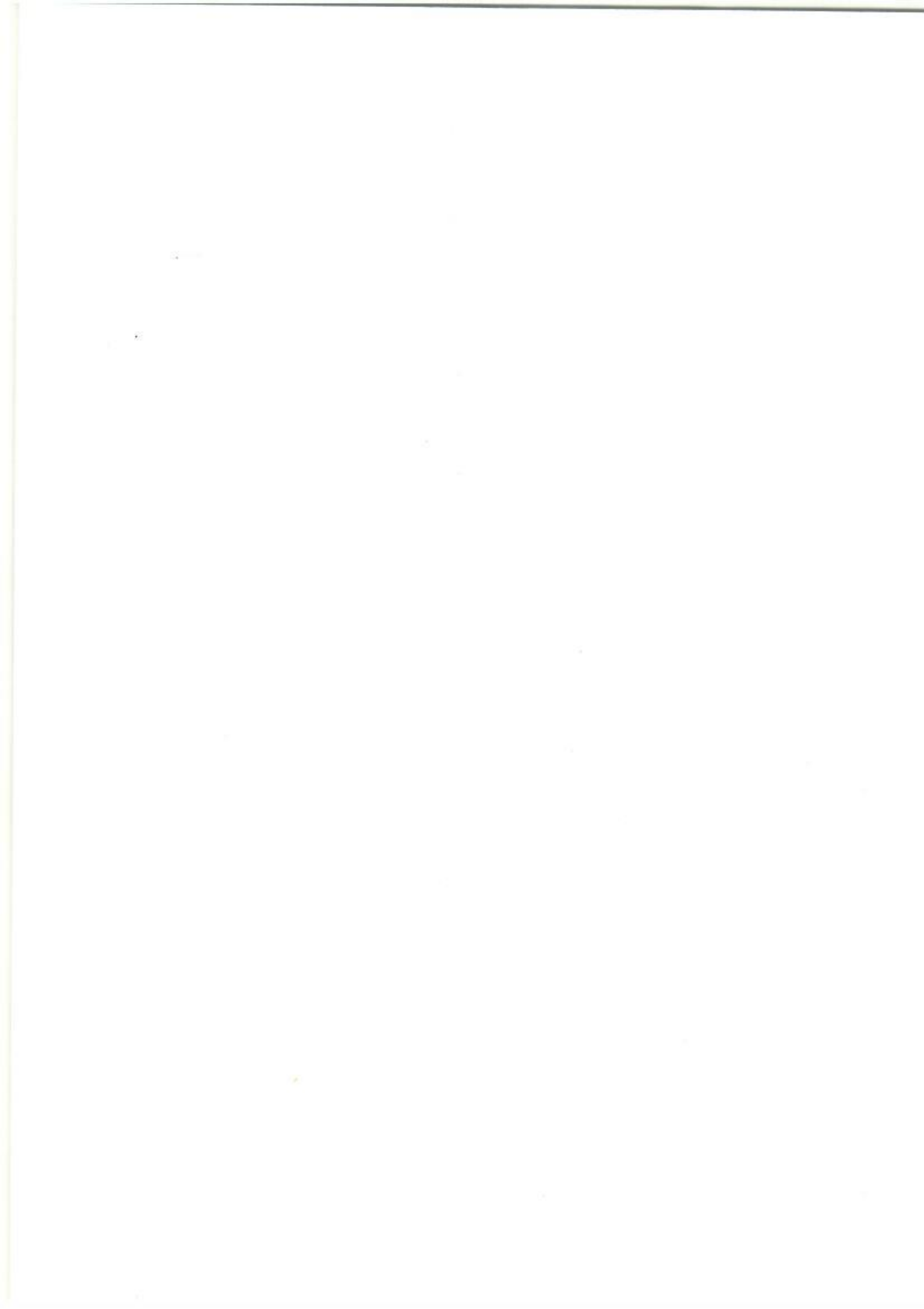
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Activity No.	C8
Fields	School Education
Activity Type	Short-term joint staff training events
Activity Description	<p>ICT possibilities in Arts</p> <p>Before the mobility:</p> <ul style="list-style-type: none"> -teachers will analyze the situation at their schools: how artistic subjects include ICT in their lessons and will prepare a report. <p>During the mobility:</p> <ul style="list-style-type: none"> - each partner will present their reports about ICT used in arts lessons in their schools. This way they will share their good practices within international range. They will be able to measure and evaluate their progress and shortcomings in this field -they will attend and observe a music lesson where students will write music using ICT; -they will be introduced to the activities and their non-formal educational possibilities of Publishing Center and Music Record Studio. -they will have a discussion about the observed lesson and educational centers, make report and publish it in etwinning platform as well as distribute the good practice in their schools. - they will gather all the recommendations that have been given as far as the students' behaviours when in a team are concerned and illustrate them by means of an animated movie or video powered by an application like Powtoons. The video will be entitled "the DOs and DON'Ts of team work" - Every participant, including students, will update their own CV, European skills passport and Europass mobility. - Filling assessment questionnaires. <p>After mobility: they will distribute their report and methodological recommendations to all possible stake-holders</p> <p>The video "the DOs and DON'Ts of team work" will be uploaded onto the website of the project.</p>
No. of Participants	7
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	<p>Kelmes Jono Graiciuno gimnazija</p> <p>Lycée Prieur de la Côte d'Or</p> <p>Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin</p> <p>Istituto Statale d'Istruzione Superiore "Pitagora"</p>





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Application Form

Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 3.07

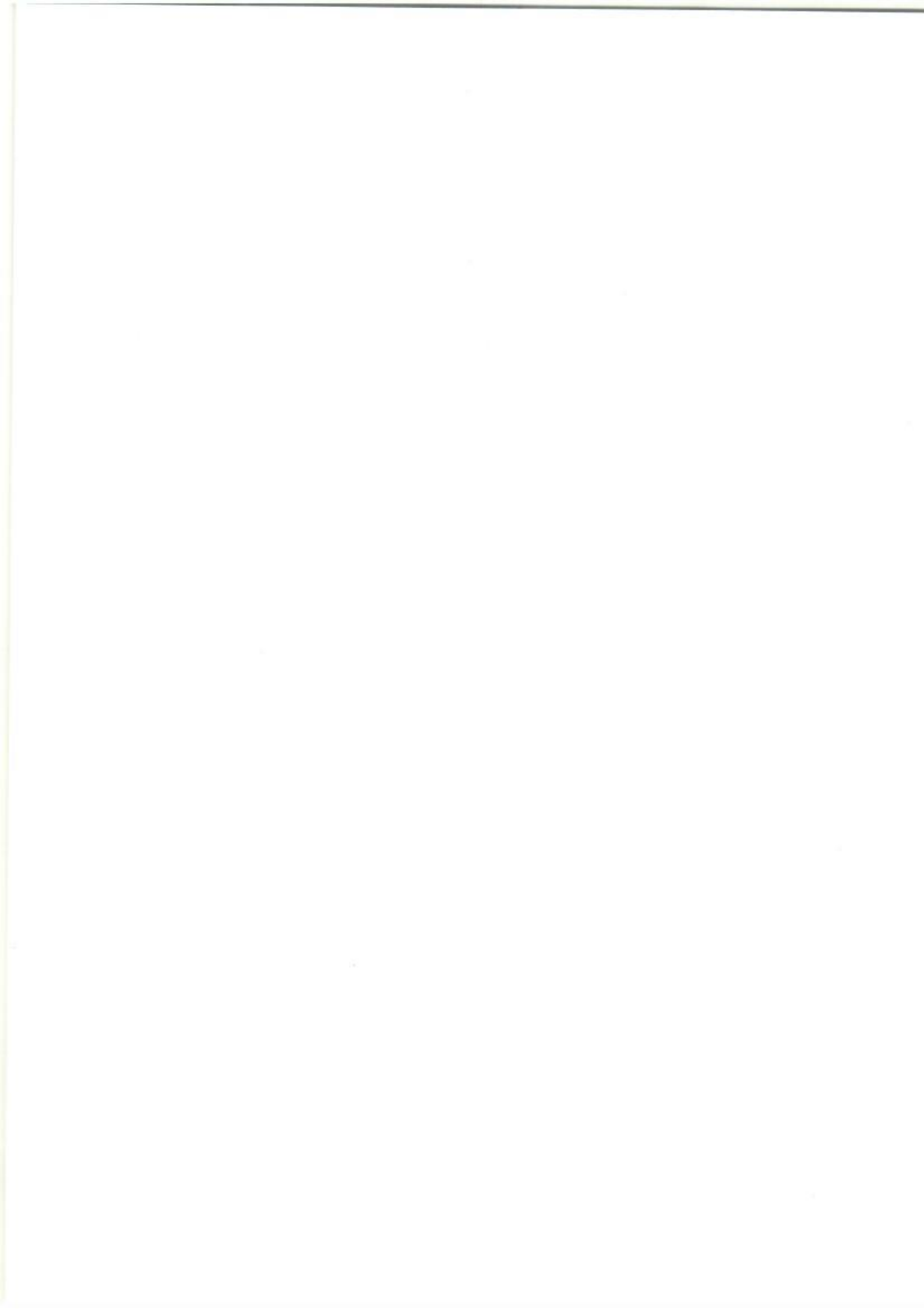
Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

After each mobility, each participant will receive a Certificate of Attendance signed by the hosting school and listing all the skills developed through the different activities. This will enable each person to validate the items used in the Europass or Youthpass scheme. For the students it will later improve their chances careerwise as the skills entered thanks to this project will enhance their profile. As for teachers and staff, this will be a recognition of their evolution in their professional life.

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H. Follow-up

H.1. Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

This project is expected to bring positive and long lasting effects on the partnership schools, participants and target groups as well as other persons directly or indirectly involved in the organised activities.

For the participating schools: innovative approaches to address their target groups will be developed. The partner schools will work out practices and methods how to develop their students' creativity, critical thinking, foreign languages and digital skills. They will develop innovative participatory approaches and ICT-based methodologies, new and improved practices to deal with social, linguistic and cultural diversity.

Most of all the project will substantially add up to achieve strategic goals of the schools mentioned in Part D. It will also build up the schools capacity, European dimension and internationalisation. A more modern, dynamic, committed and professional environment inside organisations will be created allowing to integrate good practices and new methods into daily activities. The schools will include and exploit wider opportunities of different centres and facilities available: Publishing Centre, Music Record Studio, are examples of extra-curricular activities for the Lithuanian partner.

For the participating staff: teachers will increase their levels of digital and foreign languages competences. This impact is especially important for small schools from disadvantaged regions in province as teachers see no perspective and motivation to develop their foreign languages skills. They will also develop greater understanding and responsiveness to social, linguistic and cultural diversity. By sharing good practices they will improve competences linked to their professional profiles. New opportunities to integrate subjects will be opened. They will better understand practices, policies and systems in education across countries. All this will certainly increase their motivation and satisfaction in their daily work.

For the target group

- All participating students will develop their transversal skills especially creativity, critical thinking, problem solving, artistry, personal expression, curiosity, oral and written communication, public speaking and presenting, listening, leadership, teamwork using virtual workspaces and modern tools, multicultural literacy. They will learn how to work in international teams, crossing over cultural differences. By contributing their personal input to group work, the participants will develop stronger motivation and stimulation which will help to avoid discouragement and early school leaving. By arranging and promoting public actions they will develop a sense of social responsibility and social entrepreneurship. With respect to multilingualism, they will get introduced not only to most widely used but also rarer European languages, like Lithuanian or Czech. Direct exchanges of students will undoubtedly lead to bigger individual and later professional mobility - studies, work, etc.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

The skills that this project will enable to develop among the participants should affect the general standards of education in each school, and reduce school failure as the partners will commit themselves to passing on what they have learnt to the local network of schools. In the process, the reputation of the partner schools, and to a certain extent of the institution as a whole, will be consolidated as the participants will convey an image of a dynamic and open-minded school community.

If we look ahead, each participating country, and therefore Europe, will benefit from the programme inasmuch as it is gradually shaping a high-skilled, mobile and highly employable workforce.

How will you measure the previously mentioned impacts?

The enhanced digital skills as well as the transversal competences of team work should be visible in the overall academic results of the students, but also in their choices of career or study after high school as a considerable part of our students suffer from a low self-esteem since their immediate local environment offers little perspective.

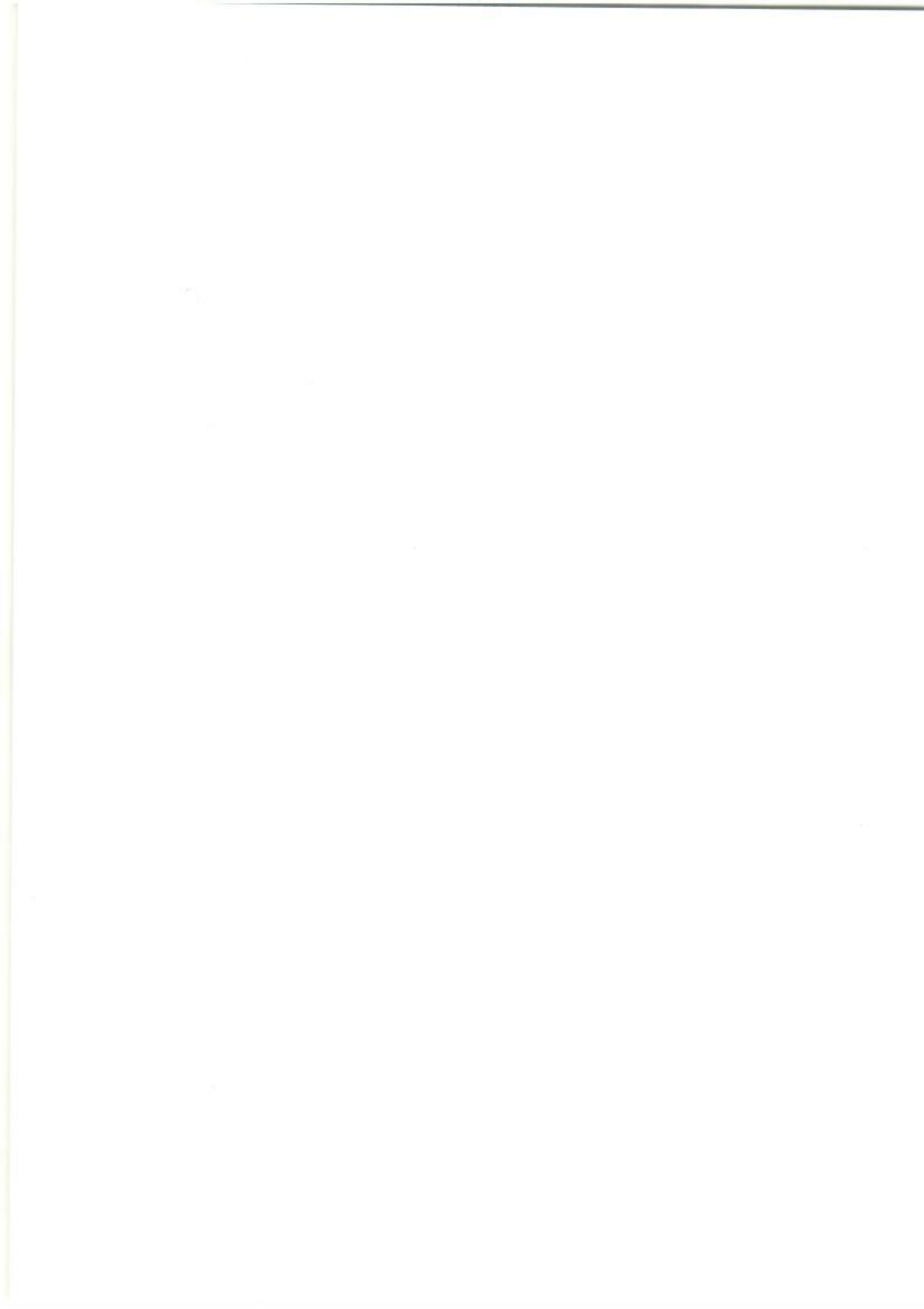
The positive image of each partner school will enable them to enter, or stay, in a virtuous circle and place students and personnel on the path of other projects. Thus, the evolution of the number of actions, be it at a local, national or international level, that each school will get involved in will be a good indicator of positive aftermaths.

H.2. Dissemination and Use of Projects' Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

Since each partner may not limit itself to opening access to the project to a specific grade, each national team is likely to be composed of students with different ages and different specialities. The same process will apply to teachers as variety will be





encouraged so as not to restrict the project to language teachers only. What's more, our priority will be to reach the students who haven't been directly involved in the project. Equally, the teachers of each organisation will be made aware of the offered opportunity and didactic possibilities. Therefore, the results of the project and their use will be granted to each school as a whole. Again, it fits in with one of the main objective of the programme which is to foster a sense of belonging to a team and not to a group.

Outside each organisation, the main target will be neighbouring schools as it is essential to cooperate with the institutions most of our own students are coming from to produce continuity in teaching methods and values. This will indirectly impact positively partner schools as recruiting students who have reached better standards is a plus.

The results of the project will also be disseminated among local institutions such as municipalities, regional authorities or school inspectorates because the diffusion of such an experience is an asset for the whole community. For example, the town of the French partner recently hosted a large group of refugees from Africa who were accommodated in a neighbouring water sports centre, and several operations involving the Lycée Prieur de la Côte d'Or were organised (clothes collection, sports game) to make the refugees' stay a little more pleasant. In that particular case, having a group of students or teachers capable of creating language or cultural video tutorials would have been relevant and rewarding. Hence the importance of communicating on one's skills, and spreading the results of the project will enable the partnership to do so. In this respect, the project dissemination among groups that are not accurately targeted shouldn't be neglected.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

As we have decided not to assign this particular task onto one partner but rather to each coordinator because she/he is the most qualified and best-informed to adapt dissemination tasks to the reality of her/his country of origin. However, so as to ensure that all the activities listed in the protocol approved during the first transnational meeting will be publicized, all the communication operations conducted by each coordinator will be reported on the Twinspace. Padlet, the virtual wall which is associated to the Twinspace will come in handy to display items such as press releases.

Diversity of profiles among the team of coordinators may indirectly make other partners aware of communication channels they hadn't thought of exploiting, or even give the idea to start an event that didn't exist in their own country.

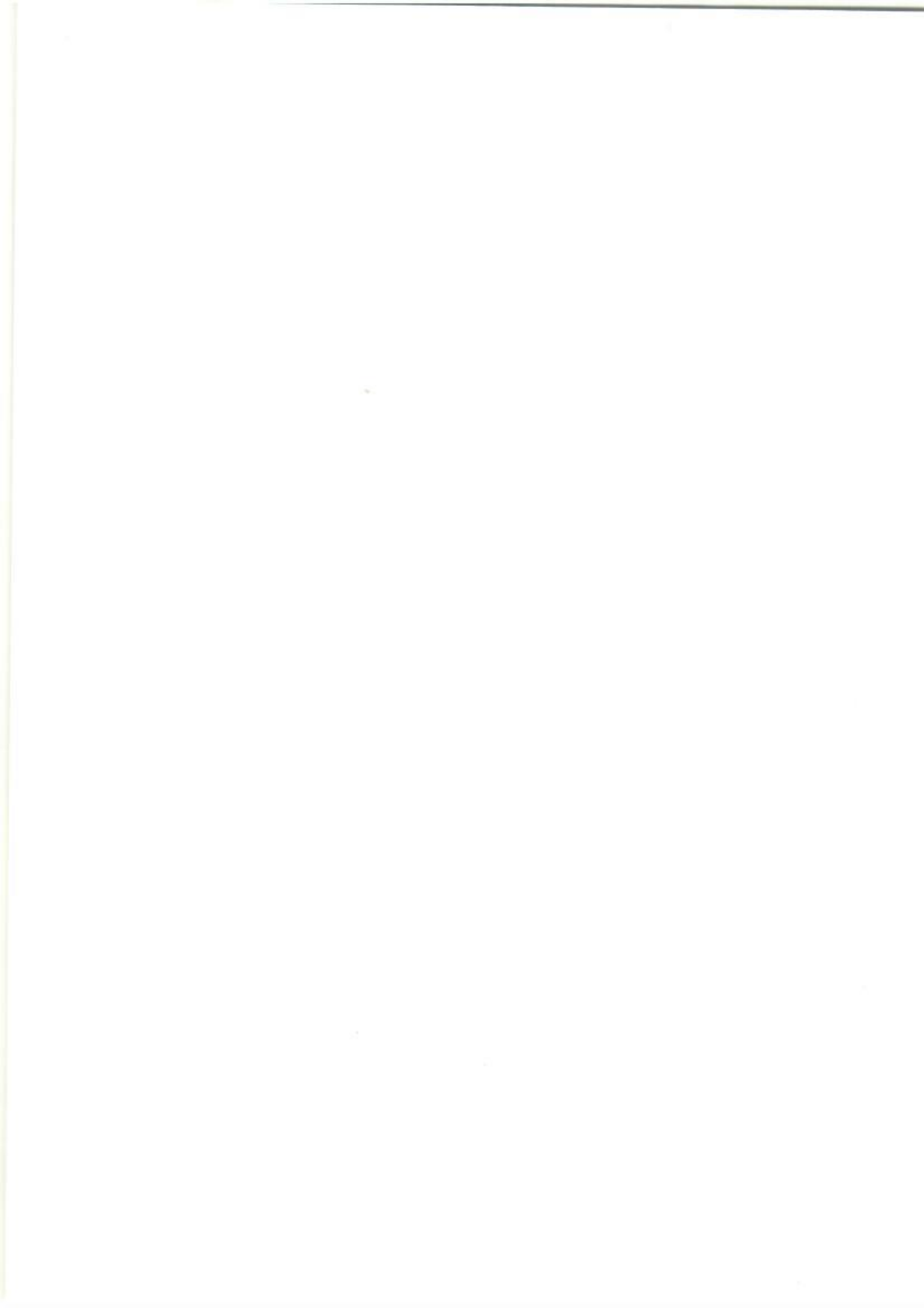
What kind of dissemination activities do you intend to carry out and through which channels?

- Ambassadors will be designated among the participating students to create multiplier events. Together with some teachers, they are to organise workshops to pass on their digital skills and team work competences onto their peers.
- Open days for each schools, but also marking academic events like the National Day of Language, the European spring or Europe Day will be opportunities to communicate on the skills developed by teachers and students.
- Internal training sessions like the ones regularly organised by the French partner with the neighbouring middle schools will enable the participant teachers to disseminate methods that will enrich their colleagues' practices.
- The general public or "not targeted groups" will be reached by posters, press releases in local newspapers, the social media and of course the project's website with all its open resources. The unique visibility provided by the short-term exchange will be valuable here to promote it locally.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

How will you ensure that the project's results will remain available and will be used by others?

The website dedicated to the project will act as a repository for all the materials produced in the spirit of creative commons but also displaying the Erasmus plus logo. As this site will be made accessible through each partner school's portal, it will guarantee a wide exposure since a website is often what parents and prospective students look at before joining a school because it provides them with a glimpse of how dynamic and innovative the school is. This will generate a win-win situation as both institutions (Europe and a local high school) will benefit from this situation.





If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

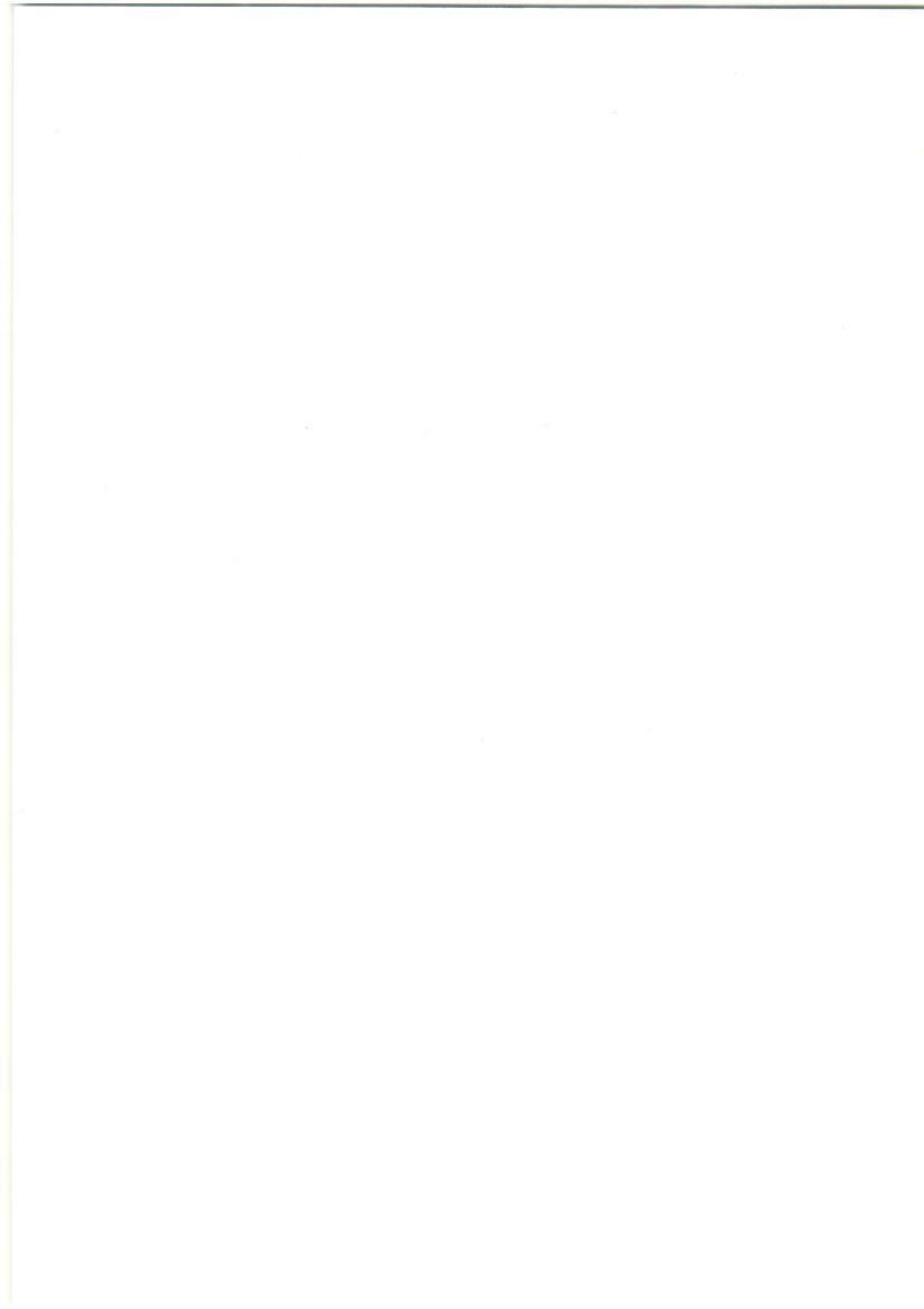
H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The methods and valuable information teachers and students will acquire throughout the project are bound to be present in everyone's practice. This experience will plant a seed which will make the incorporation of new technologies and team-building techniques commonplace in our teaching and in the students'academic and professional paths.

The materials designed during the project and made available in open access will not only act as a great support for teaching but also as a source of inspiration for additional innovative ideas.

To sustain the positive outcomes of the project, we all believe in the concept of student and teacher ambassadors whose responsibility will be to pass their knowledge and know-how onto their peers during internal training sessions. The French partner is already committed to organising a local teacher training day every year with the neighbouring middle schools, and will use this opportunity to disseminate the results of the project. As for pupils, the school could use the freshmen integration period and ask their peers to teach them how to make the most of modern tools and therefore reach higher educational standards.





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Application Form

Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 3.07

I. Budget

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

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation	Total Grant Requested
938876581	Applicant Organisation	Lycée Prieur de la Côte d'Or	30000.00
947800581	Partner Organisation	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin	
944157455	Partner Organisation	Istituto Statale d'Istruzione Superiore "Pitagora"	
947661483	Partner Organisation	Kelmes Jono Graiciuno gimnazija	

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
947800581: Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin	1	2	100 - 1999 km	575.00	1150.00
944157455: Istituto Statale d'Istruzione Superiore "Pitagora"	1	2	100 - 1999 km	575.00	1150.00
947661483: Kelmes Jono Graiciuno gimnazija	1	2	100 - 1999 km	575.00	1150.00
				Total	3450.00

I.3. Learning/Teaching/Training Activities

I.3.1. Travel

Total	Total
100	27500.00

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Application Form

Call: 2016

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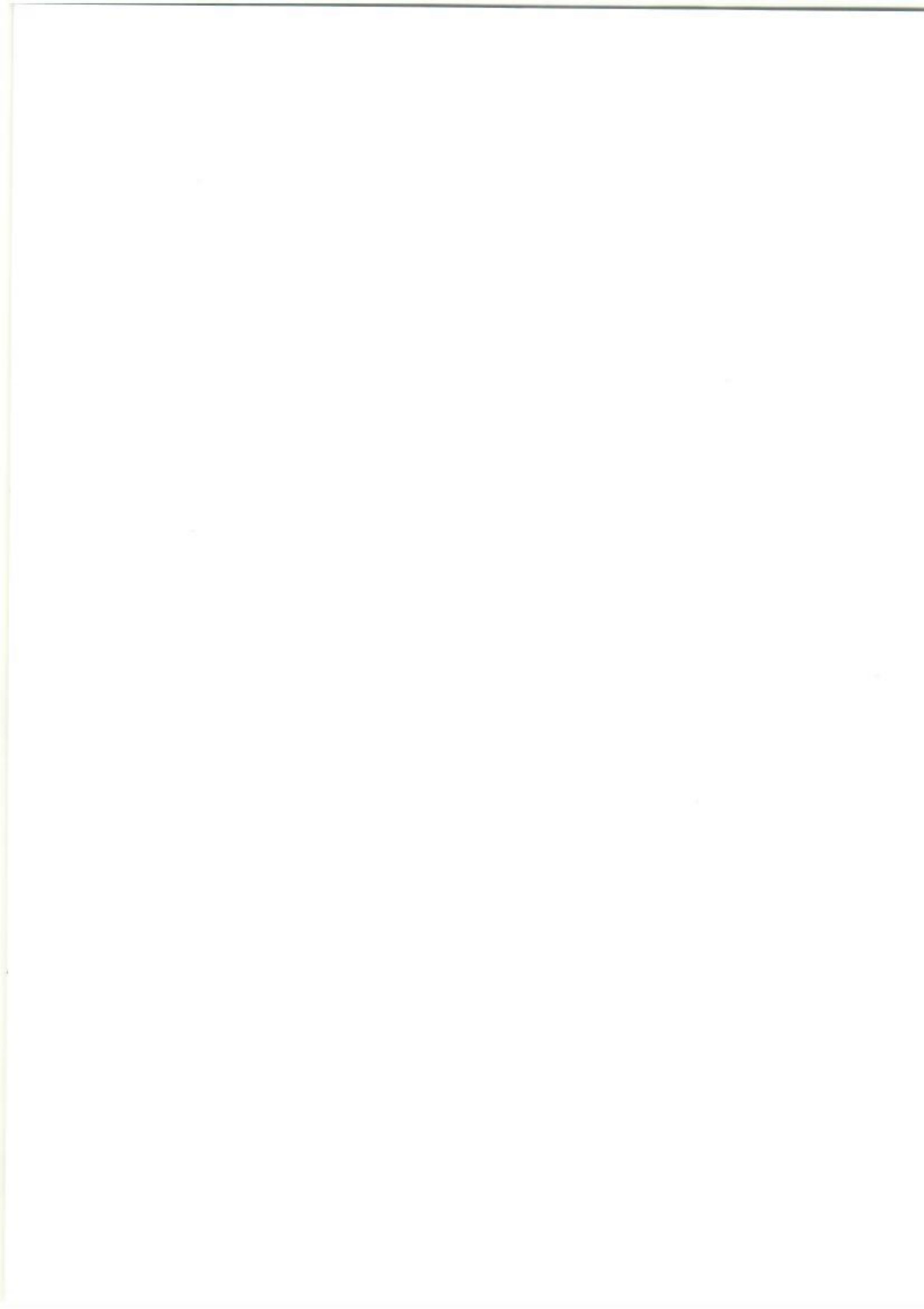
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PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Distance Band	Travel Grant per Participant	Grant Requested
938876581: Lycée Prieur de la Côte d'Or	C3	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
938876581: Lycée Prieur de la Côte d'Or	C5	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
938876581: Lycée Prieur de la Côte d'Or	C7	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
947800581: Gymnazium a Jazykova skola s pravem sta	C1	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
947800581: Gymnazium a Jazykova skola s pravem sta	C5	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
947800581: Gymnazium a Jazykova skola s pravem sta	C7	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
944157455: Istituto Statale d'Istruzione Superiore "Pita	C1	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
944157455: Istituto Statale d'Istruzione Superiore "Pita	C3	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
944157455: Istituto Statale d'Istruzione Superiore "Pita	C7	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
947661483: Kelmes Jono Graiciuno gimnazija	C1	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
947661483: Kelmes Jono Graiciuno gimnazija	C3	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
947661483: Kelmes Jono Graiciuno gimnazija	C5	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1650.00
938876581: Lycée Prieur de la Côte d'Or	C4	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
938876581: Lycée Prieur de la Côte d'Or	C6	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00

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Application Form

Call: 2016

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Strategic Partnerships for Schools Only

Form Version: 3.07

PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Distance Band	Travel Grant per Participant	Grant Requested
938876581: Lycée Prieur de la Côte d'Or	C8	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
947800581: Gymnazium a Jazykova skola s pravem sta	C2	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
947800581: Gymnazium a Jazykova skola s pravem sta	C6	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
947800581: Gymnazium a Jazykova skola s pravem sta	C8	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
944157455: Istituto Statale d'Istruzione Superiore "Pita	C2	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
944157455: Istituto Statale d'Istruzione Superiore "Pita	C4	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
944157455: Istituto Statale d'Istruzione Superiore "Pita	C8	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
947661483: Kelmės Jono Graičiuno gimnazija	C2	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
947661483: Kelmės Jono Graičiuno gimnazija	C4	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
947661483: Kelmės Jono Graičiuno gimnazija	C6	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
	Total		100		Total	27500.00

1.3.2. Individual Support

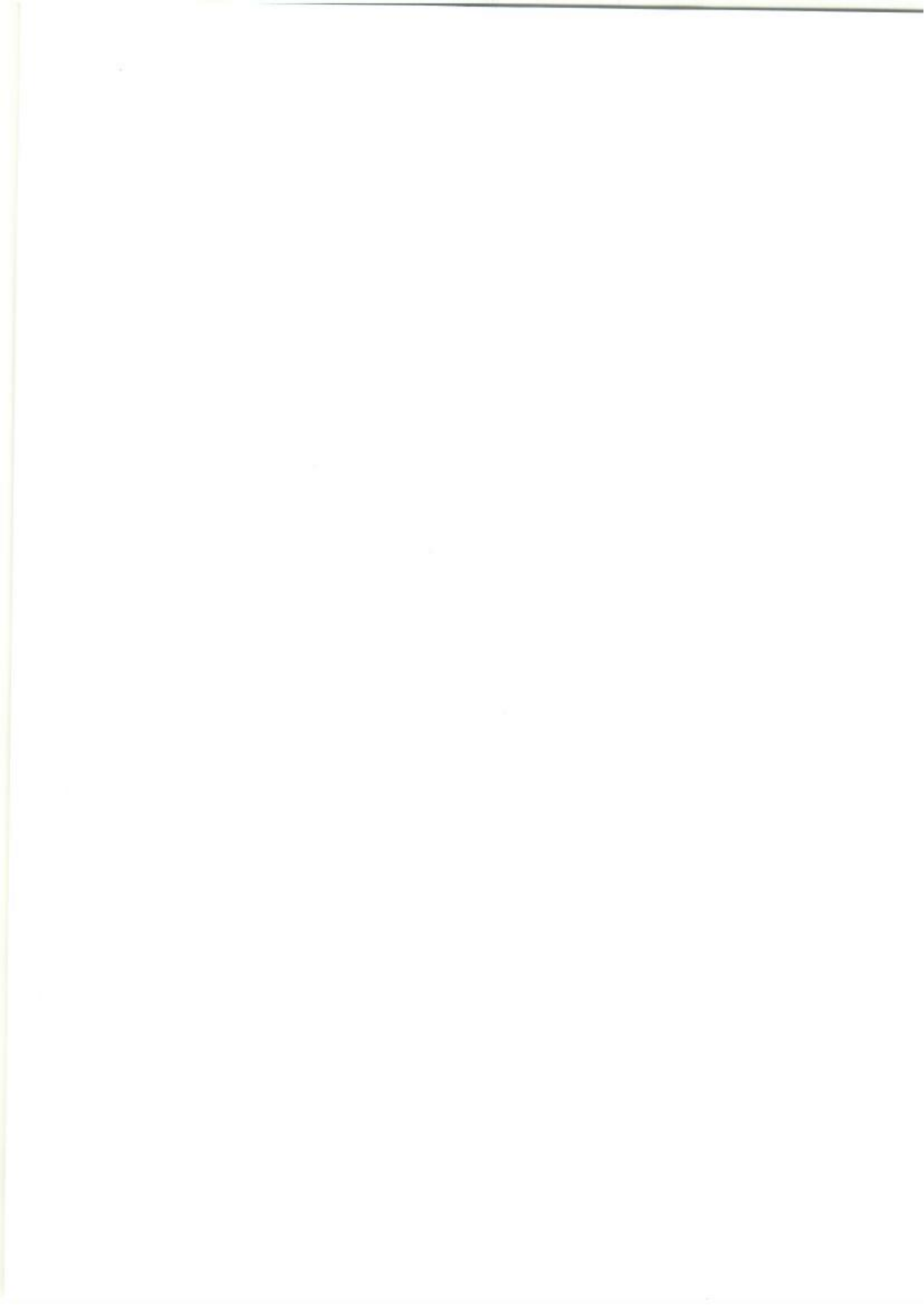
Short-term Learning/Teaching/Training Activities

Total	Total	Total
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PIC of Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
Total					Total			Total	

1.3.3. Exceptional Costs (Overseas Countries and Territories Travel Costs)

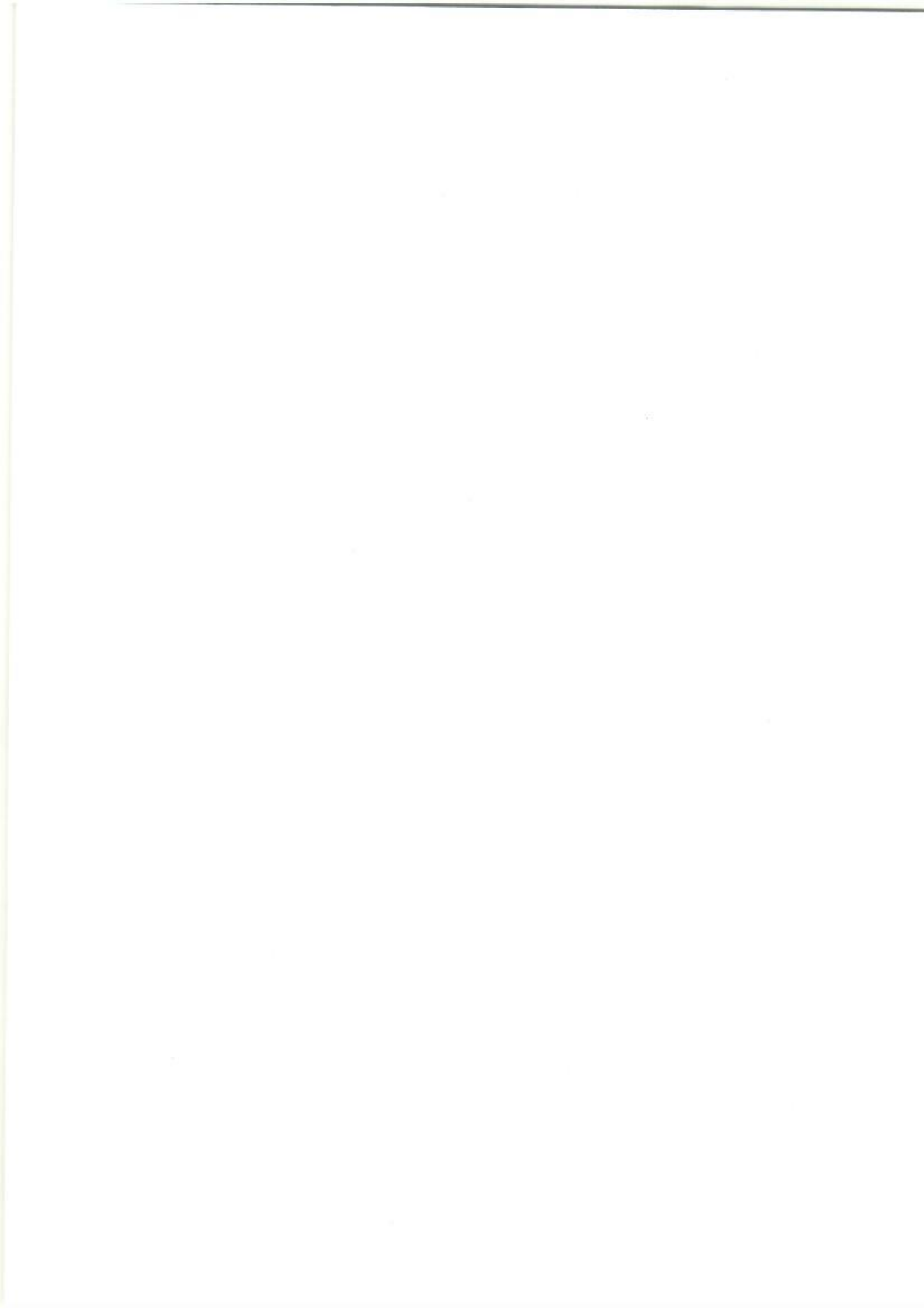
PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Purpose and description of Costs	Grant requested (up to 80% of eligible costs)
Total			Total		

1.4. Special Needs

PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
			Total

1.5. Exceptional Costs

Total	
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Application Form
Call: 2016
KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 3.07

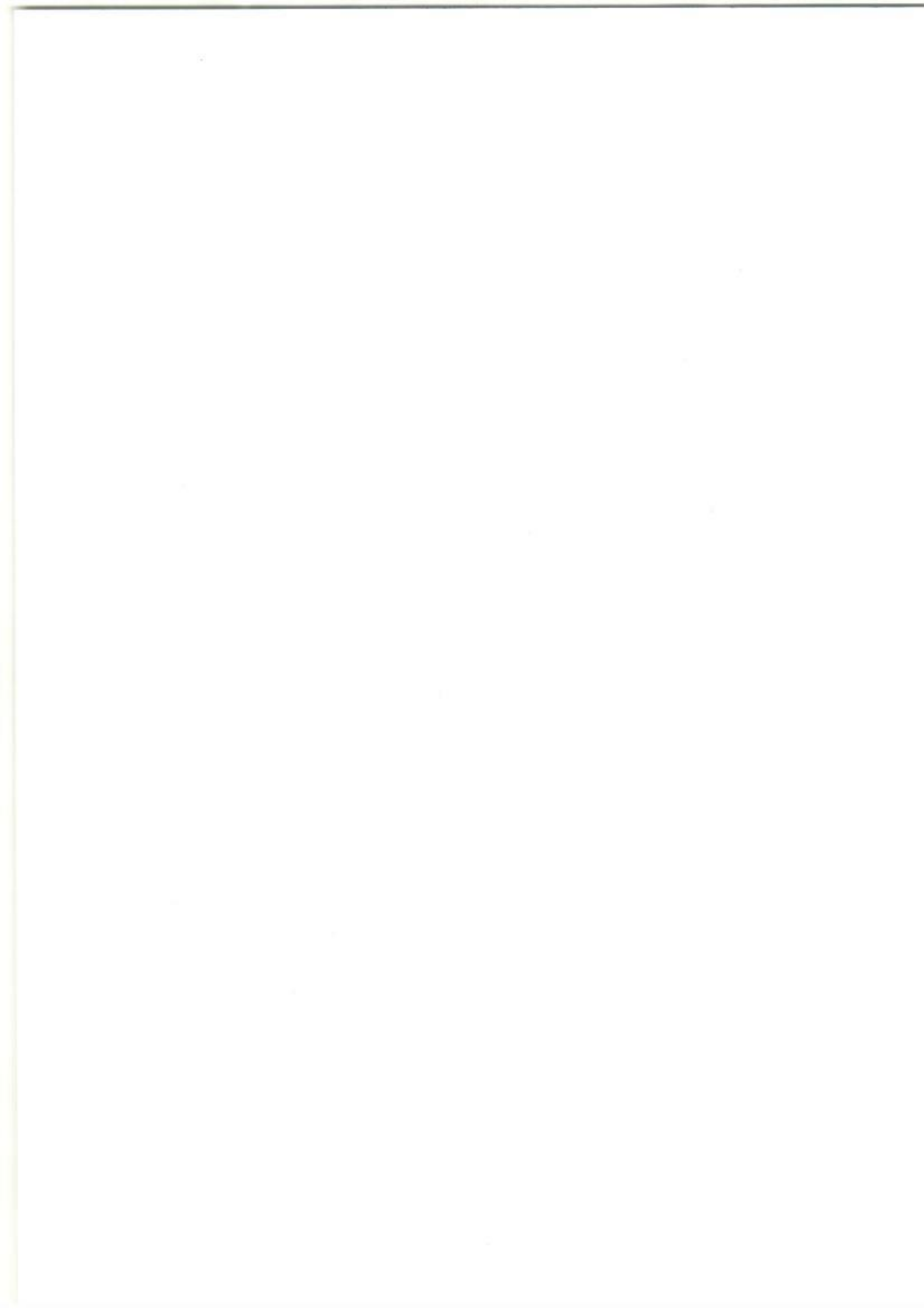
PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
Total		

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

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J. Project Summary

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

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

In view of further publication on the Erasmus+ dissemination 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.

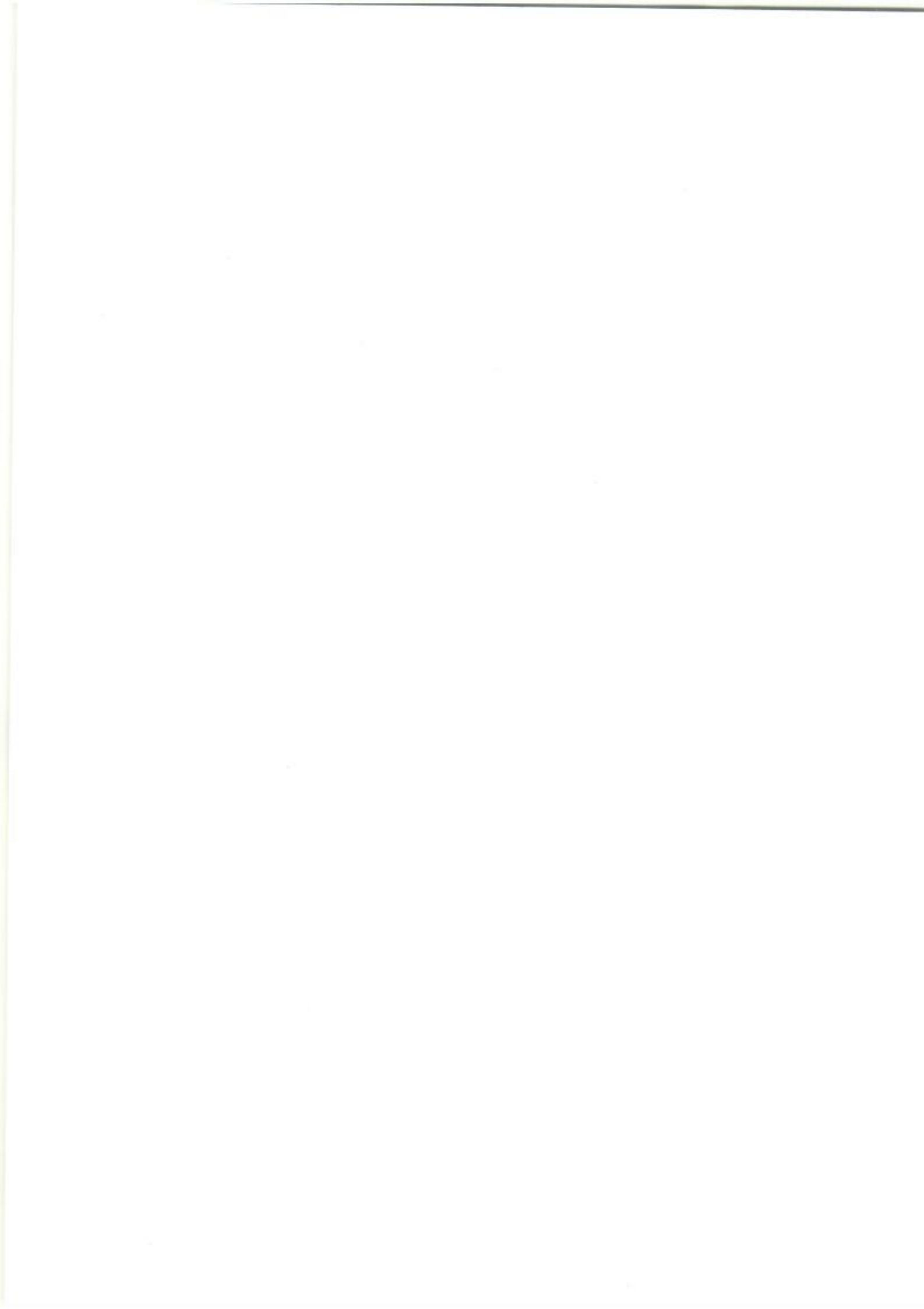
Being responsible and innovative educators in their respective schools, four partners, after careful analysis of their strengths and weaknesses as well as needs, have worked out a two-year project which is perfectly tuned to their curriculum, programmes and school policies and will run complimentary along their school formal and informal education scheme to better address the needs of all school communities.

The project entitled "Pedago-geeks" aims to develop ICT skills and team work skills - two essential competences to successfully join EU job market - simultaneously through a considerable number of selective local activities logically leading to mobility activities designed both for students and teachers followed by evaluation and dissemination actions.

The idea behind all activities was to investigate and develop integrational ICT possibilities in different groups of subjects : science, mathematics, physical education and arts. The participants of the project and the benefactors of the impact are both students and teachers.

More successful academic achievements is a natural and logical objective of all educational processes. The other target group - teachers - are at the threshold of immense changes in the whole education system and in desperate need of being equipped with new skills and qualifications.

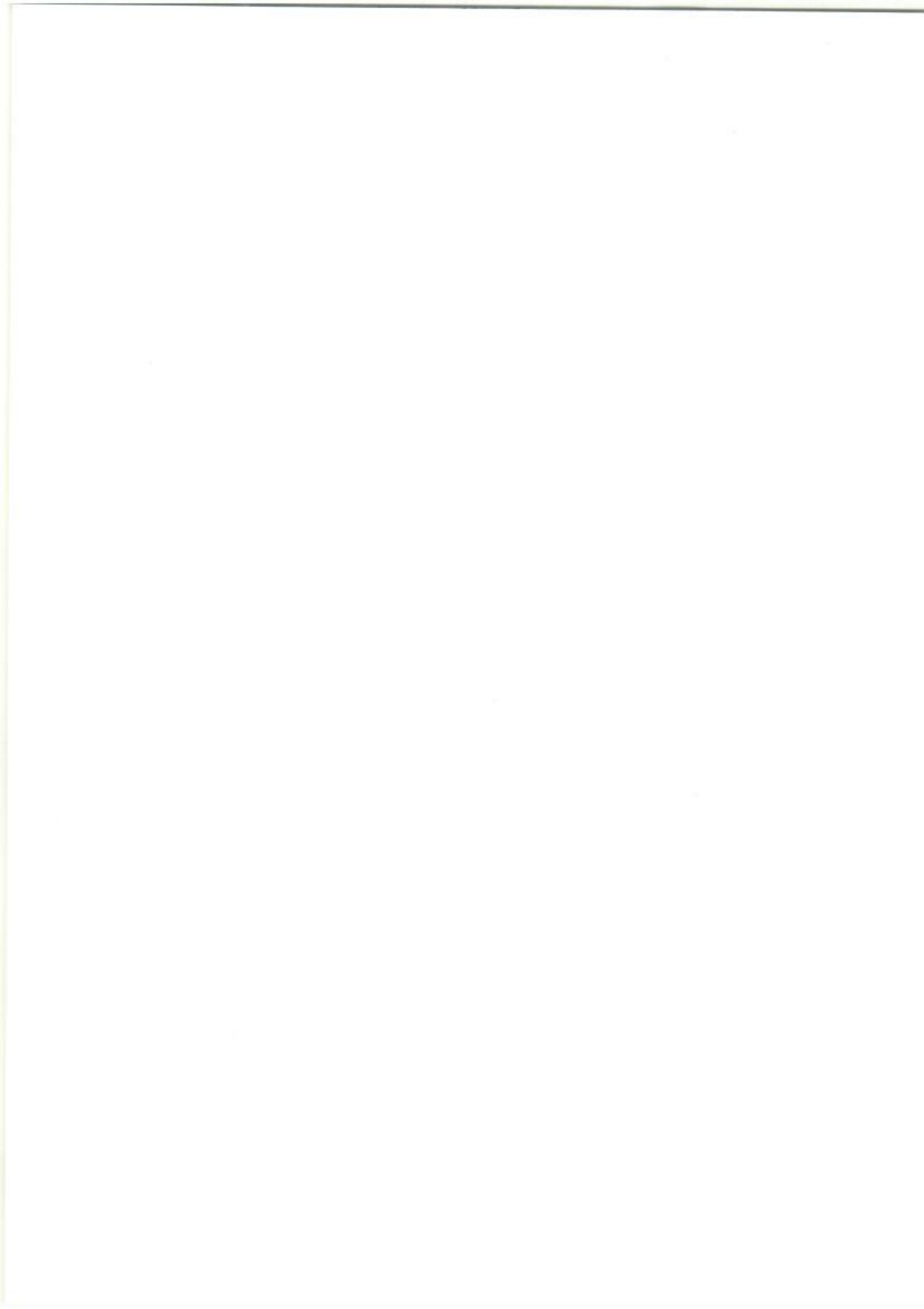
The project is expected to produce two kinds of results : tangible such as website, videotutorials, quizzes, slideshows, etc. and intangible ones such as innovative approaches, ICT-based methodologies and teaching materials, new practices, more professional environment, etc. The project is expected to have a long-lasting impact not only on target group but on all stake-holders involved. It has also developed a reasonable dissemination programme which intends to further spread the outcomes on a wide range thus ensuring its sustainability . All in all, the project offers an innovative European framework of activities for academic, professional and personal development of school communities.





J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
938876581	Lycée Prieur de la Côte d'Or	France
947800581	Gymnazium a Jazykova skola s pravem statni jazykove zkousky Zlin	Czech Republic
944157455	Istituto Statale d'Istruzione Superiore "Pitagora"	Italy
947661483	Kelmes Jono Graiciuno gimnazija	Lithuania
Total number of participating organisations		4





Erasmus+

Application Form

Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 3.07

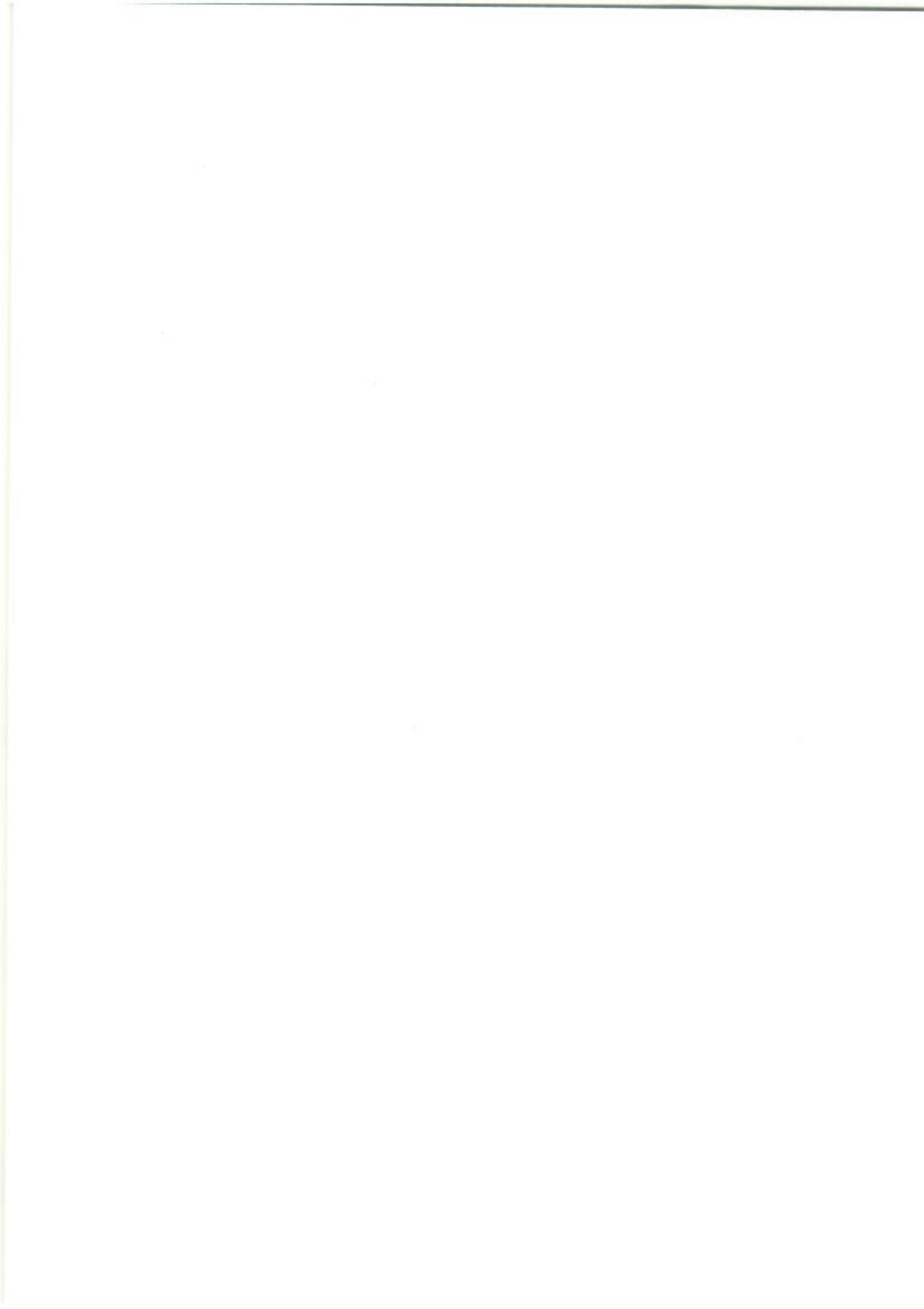
J.2. Budget Summary

PIC of Organisation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
		Travel	Individual Support	Linguistic Support	Exceptional Costs (Overseas Countries and Territories Travel Costs)			
938876581		6875.00					6875.00	
947800581	1150.00	6875.00					8025.00	
944157455	1150.00	6875.00					8025.00	
947661483	1150.00	6875.00					8025.00	
Total	3450.00	27500.00					30950.00	
J.2.1. Project Total Grant								30000.00
Grant Calculated							60950.00	

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EN

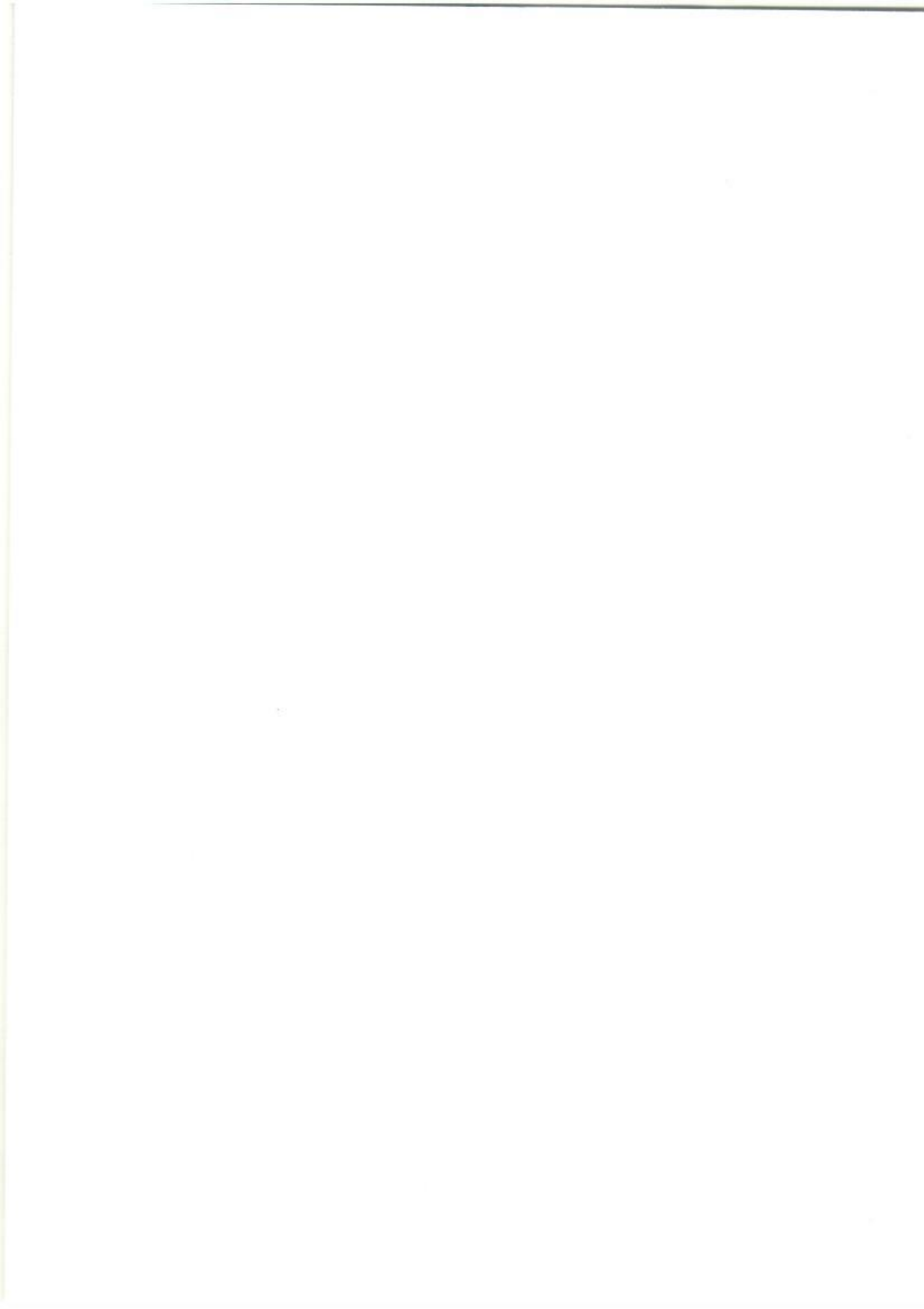




K. Checklist

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

- you have used the official Key Action 2 application form.
- all relevant fields in the application form have been completed.
- you have chosen the correct National Agency of the country in which your organisation is established.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the legal representative mentioned in the application.
 - the mandates of each partner to the applicant signed by both parties (recommended).
 - the timeline for the project activities and outputs using the template provided.
- all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.





L. Data Protection Notice

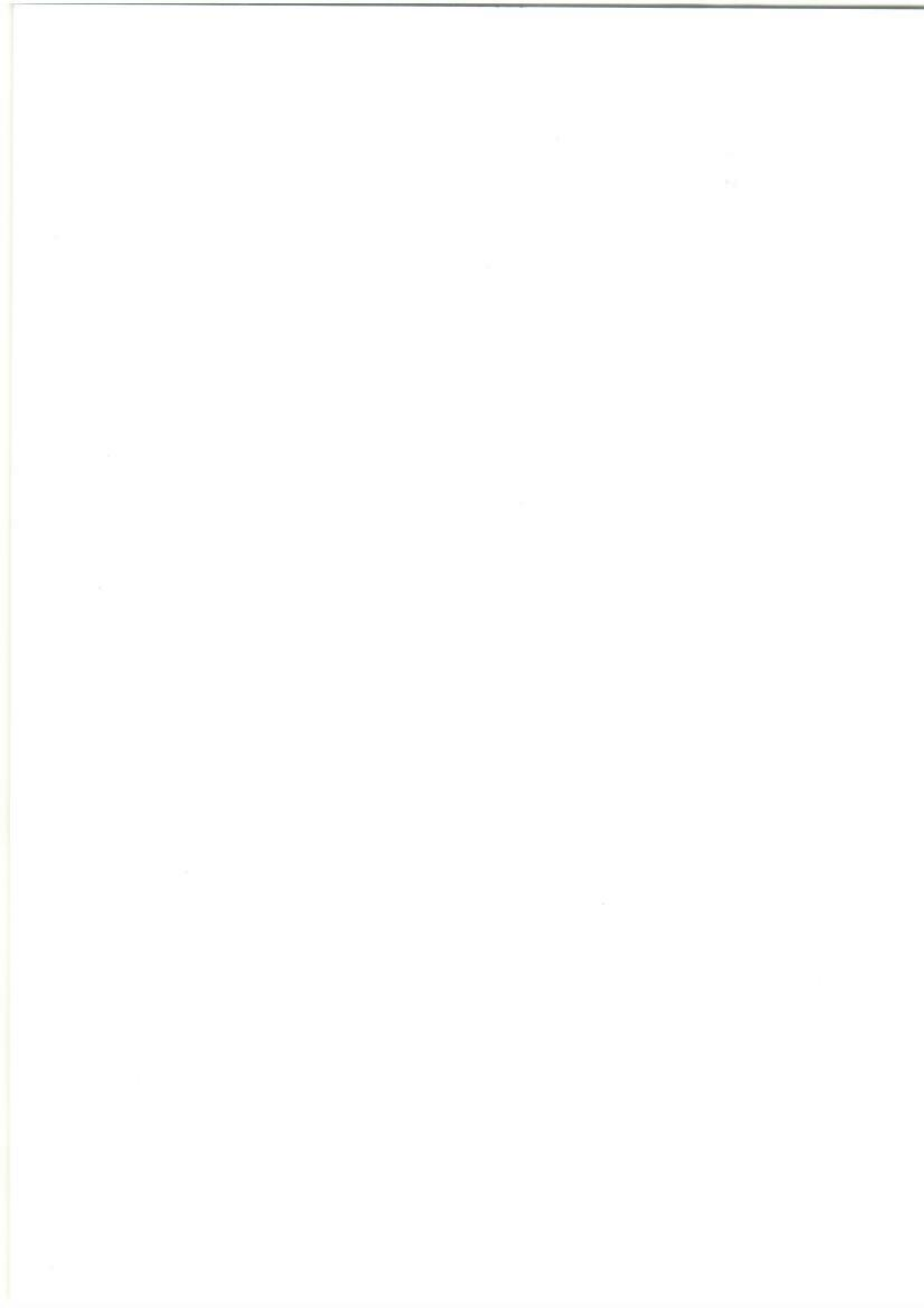
PROTECTION OF PERSONAL DATA

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

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

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

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





M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

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

Declare that:

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

EITHER

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

OR

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

It provides learning opportunities and

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

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

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

The organisation I represent:

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

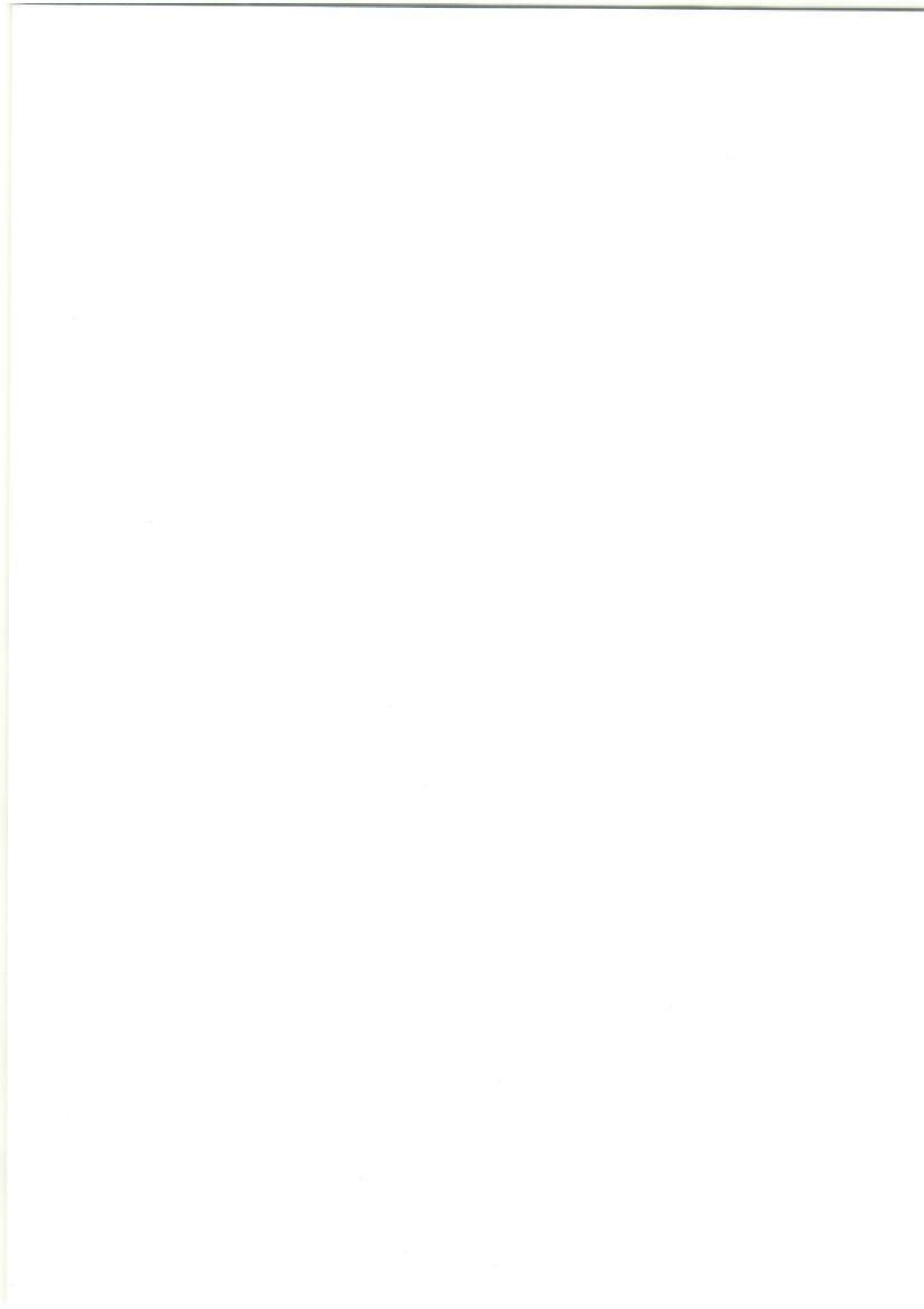
Acknowledge that:

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

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

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

Commit:





Erasmus+

Application Form

Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 3.07

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

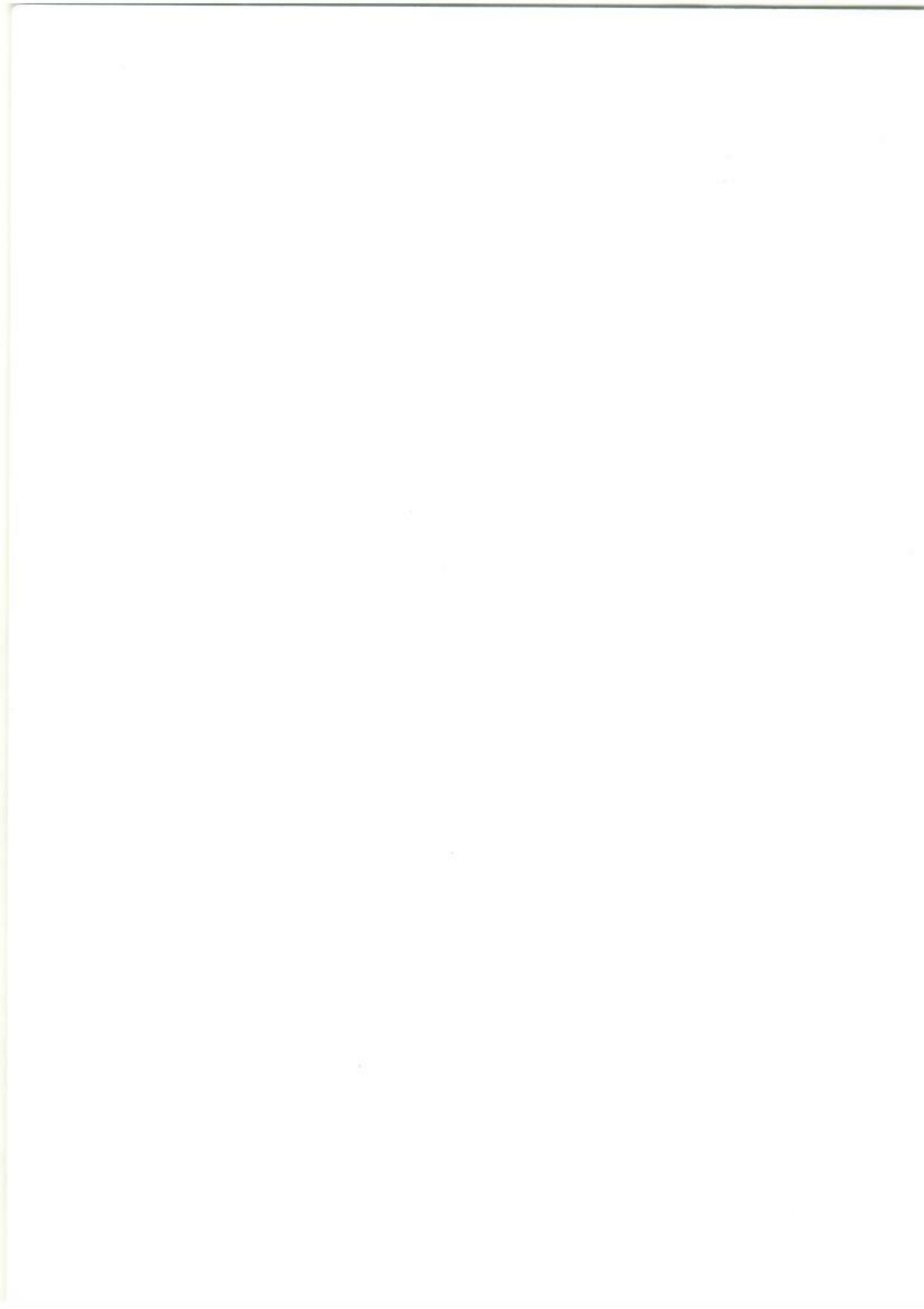
I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

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

Form hash code: B29FCC1BDCFE5E81

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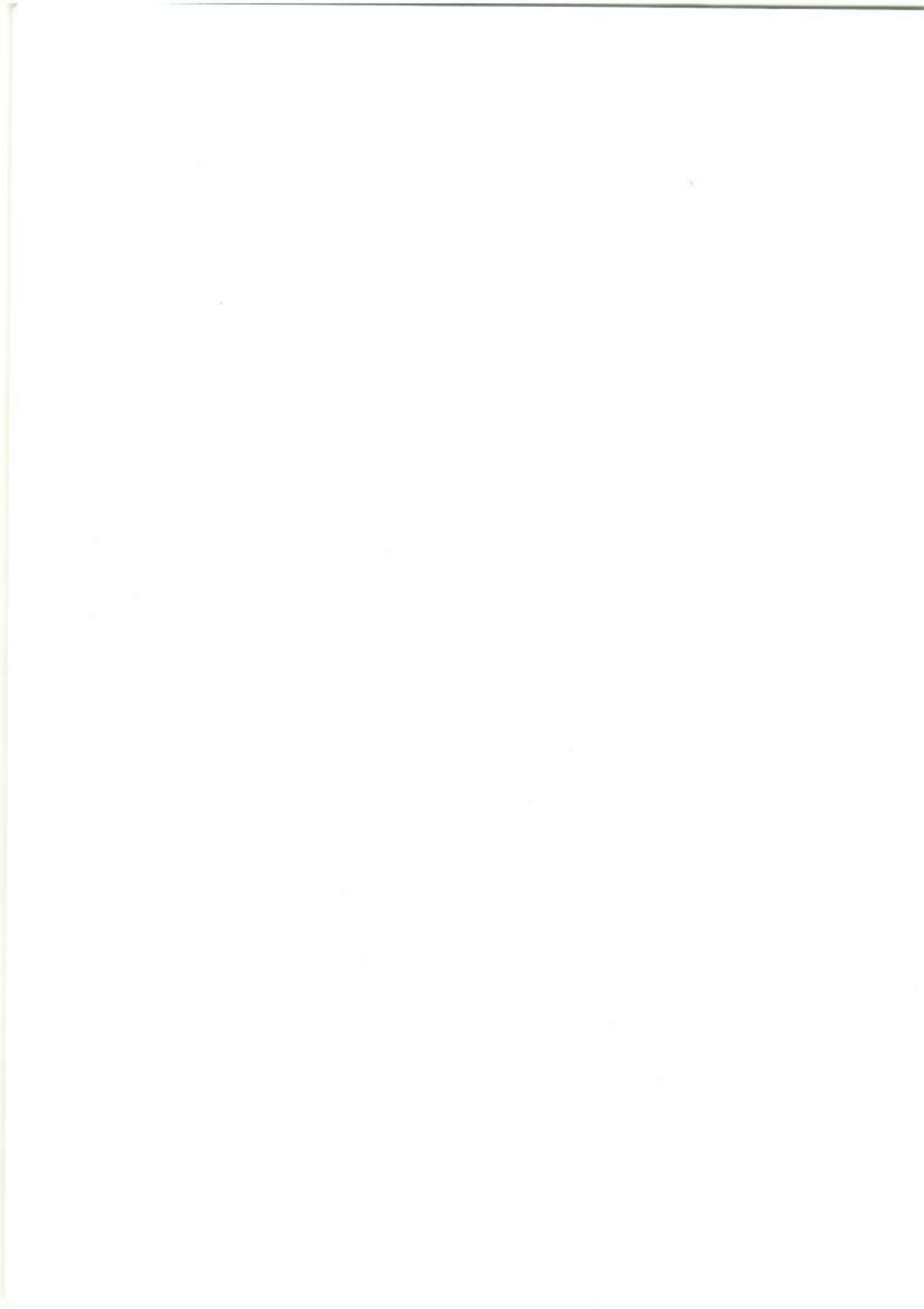




N. Annexes

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

File Name	File Size (kB)
Declaration of Honour 1.pdf	467
Declaration of honour 2.pdf	262
gantt-chart-template_en.ods	21
Financial identification FRANCE.pdf	401
Legal Entity FRANCE.pdf	366
Total Size	1517





O. Submission

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

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted	YES
Submission ID	1351233
Submission date (Brussels, Belgium Time)	2016-03-31 01:33:16
Hash code	B29FCC1BDCFE5E81

O.3. Alternative Submission Procedure

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

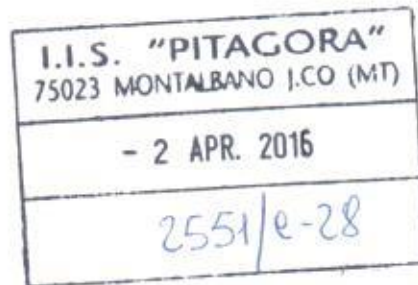
O.4. Submission Summary

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

Number	Time	Form Hash Code	Submitted	Description
1	2016-03-31 01:33:16 (Brussels, Belgium Time)	B29FCC1BDCFE5E81	YES	Your submission was successful. Submission ID: 1351233

O.5. Form Printing

Print the entire form



Form hash code: B29FCC1BDCFE5E81

This form has been submitted on: 2016-03-31 01:33:16. Status: OK (1351233).

RECEIVED
JAN 10 1900
U.S. DEPARTMENT OF AGRICULTURE
WASHINGTON, D.C.