

**A. General Information****WARNING:**

PLEASE MAKE SURE THAT ALL PARTICIPATING ORGANISATIONS (SCHOOLS IN PARTICULAR) IN THE APPLICATION ARE ABLE TO TAKE PART IN A MULTI-BENEFICIARY CONTRACT.

FOR INFORMATION ABOUT THE ALTERNATIVE CONTRACTING MODEL FOR PARTNERSHIPS BETWEEN SCHOOLS ONLY (THROUGH A MONO-BENEFICIARY GRANT AGREEMENT), PLEASE CONSULT PART C OF THE PROGRAMME GUIDE OR CONTACT YOUR NATIONAL AGENCY.

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.

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 school education
Main objective of the project	Exchange of Good Practices
Call	2018
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	21-03-2018 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	School of Tomorrow
Project Acronym	SOT



Project Start Date (dd-mm-yyyy)

03-09-2018

Project Total Duration (Months)

24 months

Project End Date (dd-mm-yyyy)

02-09-2020

Applicant Organisation Full Legal Name (Latin characters)

ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET

Form hash code



84A49E70DB20F6B6

B.2. National Agency of the Applicant Organisation

Identification

HU01 (MAGYARORSZÁG)

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

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



C. Priorities

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

HORIZONTAL: Social inclusion

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

Please comment on your choice of priorities.

School of Tomorrow is a project on inclusion. The aim of the project is to create an inclusive school through integrated strategies. The strategies could be divided into three main categories; Prevention, Intervention and Compensation. In this project, the main focus will be on strategies and good practices connected to "Intervention" and especially School-wide strategies that address all pupils, but are beneficial to those at risk of dropping-out. The project will examine and exchange good practices/methodologies that could support schools and other educational actors to tackle early school leaving and integrate this in different strategies.

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

PIC	941364243
Full legal name (National Language)	
Full legal name (Latin characters)	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET
Acronym	
National ID (if applicable)	606252002
Department (if applicable)	
Address	LOVOHAZ UTCA 29 IV/4
Country	Hungary
P.O. Box	000
Post Code	1024
CEDEX	
City	BUDAPEST
Website	www.anthropolis.hu
Email	
Telephone	+3617979634
Fax	

D.1.1. Profile

Type of Organisation	Non-governmental organisation/association
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

D.1.2. Background and Experience

Please briefly present your organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Anthropolis is a public benefit non-profit association, with 4 employees, regular interns from abroads and with a network of experts and project assistants. The organisation intends to promote the results of anthropological research and the values of cultural relativism, participatory approach, citizens' empowerment and awareness on global issues. In order to introduce global perspective in institutional education and strike up social discourse, Anthropolis created media and awareness-raising campaigns, festivals, educational programs and materials and documentaries focused mainly on the topics of global education, cultural heritage of



minorities, fair trade, gender equality, migration and contemporary slavery.

Global Education (developing and distributing educational materials, organising workshops and courses for both students and adults) and awareness raising (organising cultural events, exhibitions, screening series, panel discussions and conferences with reference to development problems and social sciences) are the main working areas of Anthropolis. Anthropolis is a member of HAND Platform (Hungarian Association of NGOs for Development and Humanitarian Aid). Anthropolis is one of the main and most active promoters on global education in Hungary.

Beside global educational activities the organization delivers digital storytelling (DST) workshops and projects for diverse target groups e.g. teachers, people with special needs, professionals. In the past 7 years approx. 300 DST films were produced with the support of Anthropolis in different projects. The organization's website dedicated to the DST method is www.storycenter.hu. Anthropolis is currently involved in several European projects. The organization's website: www.anthropolis.hu

In 2005 the association began to publish the first Hungarian anthropological newspaper: the Anthropolis. It has also been one of the pioneering organisations in Hungary in the work on global education issues. In fact, after publishing a textbook aimed at high school students, "Globalization Survive Kit", Anthropolis's focus has been mainly on global education and awareness of social exclusion. Anthropolis has been working in the field of global education for more than 10 years. Its trainers have collaborated in the training of thousands of teachers and students at all educational levels. The entity organizes a wide variety of activities: campaigns, traveling exhibitions, publishing online materials and textbooks, consulting, etc.

Main work areas of Anthropolis:

- * Global education: development and distribution of educational materials, organisation of workshops and adult training, especially regarding vulnerable groups rights.

- * Promotion of critical thinking and awareness: organisation of cultural events, exhibitions, screenings, panels and conferences on development problems and social sciences.

In addition to activities on global education, Anthropolis joined the dissemination of the digital storytelling method (DST). The organisation is strongly involved with the different uses and promotion of the digital storytelling method. Anthropolis has participated and organized national and international workshops on this subject since 2010.

Within the framework of different European programs (Grundtvig Multilateral, Learning Partnership, Europe for citizens, Erasmus +) and with the support of the Swiss Contribution Fund, the organisation has trained more than 500 people in the digital narrative method, mainly teachers and students, and has in its archives about 350 digital stories. The entity has organized international workshops on these topics for teachers and trainers. They have also published a technical tutorial on the use of relevant software and a DVD dedicated to the DST method with interviews and studies. Anthropolis created a website for the dissemination of DST (www.storycenter.hu) where all the activities developed (workshops, films, materials) are available.

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?

Anthropolis has participated in several national and international projects as a partner or main organisation. These are projects on global education and digital narration, mainly focused on social justice and the promotion of critical thinking. One of the most successful current projects has been "Timeless Slavery?"; a program supported by the Norwegian Fund that aims to educate and raise awareness about contemporary forms of slavery, especially focusing on women coming from difficult backgrounds. Within the framework of international alliances, it has developed and published materials on global education. It has also launched a global center for educational resources in the Public Library of the Department of Education and Psychology of the Budapest ELTE University. Anthropolis has a wide national and international network of NGOs and key actors in the field of education, universities, professionals working in national curricula, etc. As a board member of the Hungarian Association of NGOs for Development and Humanitarian Aid and leader of the global working group on education, the entity has an extensive experience in national lobbying and as a representative in the Concord EC group at a European level.

Anthropolis would like other organisations to acquire their capacities in storytelling for counteracting gender and power related abuse on women. For this reason, they will share their Digital Storytelling method.

Through the Digital Storytelling method, Anthropolis will improve the digital, social, communication, digital literacy and critical thinking skills of the participants. The DST is a participatory method that offers empowerment, a better self-understanding which



strengthens personal identity and at the same time can serve as a tool to promote activism against violence and abuse towards women. It is the main added value that the organisation can contribute to the Project.

This organisations' key staff for this project is:

Ms. Viktoria Mihalkó, coordinator and director of the project, leader of numerous European activities, professor of digital narration. Ms. Mihalkó graduated as a cultural anthropologist; she is experienced in the social field, especially in gender related abuse.

David Ban, Dissemination Coordinator of the project, professor of digital storytelling, co-editor of the Hungarian digital narrative teaching manual. Mr. Ban graduated as a cultural anthropologist, and has extensive experience in the making and editing of documentary films.

Mr. Balázs Nagy, instructor on global education and digital storytelling, co-editor of the Hungarian digital narrative teaching manual. Nagy graduated as a psychologist and joined Anropolis after a career in a private advertising sector as a copywriter. It will be the person in charge of transferring the tool "Digital Storytelling" in the participatory visit in Hungary.

Have you 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
EC, EuropeAid program	2015	"EAThink2015. Global Learning for Change in EYD2015 and Beyond: European Youth Engagement from School Gardens to Sustainable Food Systems" DCI-NSA ED/2014/349-033 "EAThink2015. Global Learning for Change in EYD2015 and Beyond: European Youth Engageme	ACRA, Italy
Just 2015 Action	2015	Developing whole school Gender Equality Charter Marks in order to overcome gender stereotyping in education across Europe JUST/2015/RGEN/AG/ROLE/9653	Development Education Centre South Yorkshire (DECSY) , UK
EC, EuropeAid program	2017	Global Issues – Global Subjects CSO-LA/2017/388-121	Global and Environmental Education Department, Center for Citizenship Education CEO, Poland
Erasmus+ Youth (KA1)	2017	Youth in Progress and Partnership for Equality and Exchange (YIPPEE) 589845-EPP-1-2017-1-HU-EPPKA2-CBY-ACPALA	Anropolis Association, Hungary
Erasmus + KA 2: Strategic Partnerships	2017	Challenge Extremism: Using Philosophy for Children to develop critical thinking and media literacy in the classroom 2017-1-UK01-KA201-036831	Liverpool World Centre, UK

D.1.3. Legal Representative

Form hash code: 84A49E70DB20F6B6

This form has been submitted on: 2018-03-20 19:47:19, Status: OK (1474463).



Title	
Gender	Male
First Name	David
Family Name	Ban
Department	
Position	president
Email	anthropolis.iroda@gmail.com
Telephone	+36203106406

☐ 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	Ban
Department	
Position	president, project coordinator
Email	anthropolis.iroda@gmail.com
Telephone	+36203106406

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

**D.2. Partner Organisation**

PIC	914429283
Full legal name (National Language)	
Full legal name (Latin characters)	I.C. Carini Calderone - Torretta
Acronym	
National ID (if applicable)	80029730829
Department (if applicable)	Cod. iPA: istsc_paic8ag007 - Cod. Univoco: UF15Y5
Address	Via Emilia, 1
Country	Italy
P.O. Box	
Post Code	90010
CEDEX	
City	Carini (Pa)
Website	www.iccalderone.it
Email	
Telephone	+39 091 8668399
Fax	

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/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Our Public Comprehensive school is located in Carini, a small village in Italy near Palermo. It is a large school, has got 118 teachers, 1028 students and 12 people working in administration. As a compulsory school (primary and secondary level) our main subjects are: Italian, history, geography, foreign languages (French, English, Spanish), science, maths, PE, ICT, technology, art, music. The areas of activities we are going to work will be: use of digital devices, creativity and art, teaching methods and alternative approaches, CLIL, foreign languages. Our pupils learn in a new school (recently renovated), using modern technology, every classroom has got a pc and an interactive whiteboard. Foreign languages and cultural activities are two major concerns in our school's curriculum. Our pupils study English, French and Spanish. In collaboration with the city administration CPIA, we run courses of Italian language for



young immigrant students to help them to get a secondary school diploma. The school operates in a "disadvantaged area" with a high rate of school truancy. The main problems school is facing today are: bullying, vandalism, and social exclusion. Beside middle class or working class families, many families in Carini have no income and economical difficulties are the main cause of social and cultural disadvantages, where the dropping-out is one consequence. In school we run several projects and our storytelling project "My mirroring Island" is a pilot/experimental project, recognized by the Dept. of Education as part of the National Programme for a Digital School. Our team will be composed of 4 teachers of different subjects and experiences. The learners will be about 40 pupils (two classes involved in the workshop project). The aim of the project is to reduce and prevent dropping-out phenomena, to create a more inclusive school which recognize the value of diversity in the complexity of reality and reinforce all pupils abilities. The social and cultural disadvantage of many students can be improved by creating the best environment for them, where they can discover themselves and promote their well-being. An emotional and playful approach can be helpful to enhance their intelligence, personal relationships, attitude and motivation. Every year we appoint a teacher (at the moment is Mrs Cramen Alfieri) to deal with this phenomena. This teacher has a key function as a "funzione strumentale contro la dispersione e l'abbandono scolastico" " monitoring role to prevent truancy and dropping-out phenomema".

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 teacher Maria Carmela Alfieri (teacher of Italian, history and geography) is a very experienced teacher who has been coordinating for years her work together with social services representatives such as neuropsychiatrics, social assistants, educational expertises, and OPT (local psycho-pedagogic monitoring unit). She is continuously in touch with students families and institutions to help our students to stay in school and give them any alternative to regular classroom teaching lessons. Many students don't recognize the role of school and teachers. So it's our duty to keep them in school and teach them any knowledge, which can help them to be out of streets, especially as they are all minors and we work in a compulsory school.

Our second teacher is called Marco Siracusa (teacher of Science and Maths). He is a qualified expert in ICT in our school. He coordinates all work (such as school tests on digital devices, school platform and website), he is in charge of all IT devices maintenance and network safety management. He is involved in many national projects and run several training courses in schools.

Our third teacher is called Ninny Borruso (teacher of English). She is used to work on Inclusion in her classes, she has recently worked with students with disability with great success. Mrs Borruso also collaborates with "ACLEE" (Language and Linguistic educational association) on a project whose aim is to export and spread Inclusion methods to other European schools. ACLE promotes student-centred learning. It uses T.I.E. method (Theatre in Education) to teach English. Its educational programmes engage students physically, emotionally, and rationally through its REAL method: Rational, Emotional, Affective, Learning. Then there is Cristina Gambino (teacher of French). She has got experience in a previous Comenius project and above all teaching experience abroad. She had lived for the past 10 years in Ireland and taught French and Italian in different environments such as schools, colleges, private companies, Adult Education Programmes courses. Her experience abroad gave her the opportunity to compare the Irish Education System to the Italian one, to analyze strong and weak points, best and worst methods, in both of them.

At the moment we are working on an experimental virtual class on a platform called "Edmodo", shared between two real classes. In that platform pupils share their own works, lessons, introducing themselves in both English and French. We create an initial survey on their IT knowledge and a satisfaction questionnaire in order to understand what to change or improve on that platform.

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

No

D.2.3. Legal Representative

Title

Gender

Male

First Name

Luigi



Family Name	Cona
Department	
Position	Head master
Email	luigicona@libero.it
Telephone	0039 3474400347

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

D.2.4. Contact Person

Title	
Gender	Female
First Name	Cristina
Family Name	Gambino
Department	Secondary School
Position	teacher of French
Email	cristinag73@gmail.com
Telephone	0039 3470613308

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

**D.3. Partner Organisation**

PIC	946680134
Full legal name (National Language)	
Full legal name (Latin characters)	PLATON M.E.P.E
Acronym	
National ID (if applicable)	053115648000
Department (if applicable)	
Address	THESI MPAMPAISIOTIKA 185
Country	Greece
P.O. Box	
Post Code	60100
CEDEX	
City	GANOCHORA
Website	www.platon.edu.gr
Email	
Telephone	+302351031111
Fax	+302351031993

D.3.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.3.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Platon is a school with future perspective. The school pursues with great interest and a creative mind the developments in the field of education; it constantly sets new goals holding at the same time an outstanding position in the educational scene. Platon schools (Kindergarten – Elementary – Gymnasium – Lyceum) is a modern educational institution with 530 learners and 83 staff. Through the use of the most up-to-date facilities, a diverse curriculum, experienced and skilled teaching staff and, most importantly, through consistency on principles and respect towards pupils and parents, our school has been struggling during the last ten years for the accomplished education of our pupils. Research and Innovation Department
Through the newly founded Research and Innovation Department the participation of Platon in international programs of design,



implementation and assessment of innovative pedagogical methods and materials is pursued. The Centre of Research and Innovation actively involves itself in the design of advanced educational materials, both conventional and electronic. The main aim is the exploitation of state-of-the-art technologies in the education process so as to enhance teaching and learning. The tools developed within the framework of educational programmes are the result of cooperation and joint efforts amongst specialists from a variety of academic fields, with a major focus on information technology, teaching and learning studies. Member of the international consortium of e-learning Changelearning which aims to pioneer new and innovative methods in learning design and delivery <http://www.changelearning.eu/>

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?

Platon is a school with great experience within the Erasmus+ program. They have taken part in many KA1 and KA2 projects and can contribute to this project with their experience in project management. When it comes to aims of this project they can contribute with:

Experience

Create didactical scenarios. Develop learning and teaching material both formal and informal. Implement and assess educational material. Open educational resources tradition and culture (since 2006). Use of ICT in education. Participation in many European educational projects. Integrated pedagogical method from 1 to 18 yrs. old pupils. Dissemination abilities through the relations and networks developed during the participation in projects, competitions, exhibitions, conferences.

Competences

Transversal assessment of methods, tools, learning outcomes. Self, internal, external.

Design, development, implementation and evaluation of learning and teaching materials.

Well qualified and trained staff in all subjects.

Platon's staff designs and develops learning and teaching material in formal and informal methods.

Implement this material and methods in ordinary program and in parallel school activities. Also has coordinated and gained expertise in a Minerva project regarding Open educational resources. The school staff has trained and applied many innovative activities in all grades.

Key persons:

Kapetis Evangelos

Masters of Arts. Applied Linguistics / English Teacher Teaching English in Primary and secondary education and post secondary education institutions. Participation in conferences and congresses. Coordinator in Youth and Grundtvig projects and participant in many Comenius projects. Creator of learning and teaching material both formal and informal learning for traditional and ICT based classroom activities. Participant, as translator of teaching material and website, in Minerva project "Educonlinux-Free and Open Source Server Based on Linux for Multi-Media-Classrooms in Schools and Universities".

Anestis Papadopoulos

Director of Platon. Coordinator in European projects. Designer and developer of pedagogical approaches. Development of Physlets (Java applets simulations in Physics). Participation as speaker in conferences and congresses. Fellow worker of European Schoolnet in projects: GreenWeek, Futurenergia, Earth and Space, Xperimania. Coordinator in Youth, Comenius 1 and Lingua-e projects. Coordinator in Minerva project "Educonlinux-Free and Open Source Server Based on Linux for Multi-Media-Classrooms in Schools and Universities"

Spyros Blatsios

MSc in IT Systems, Bch in Physics. Science/IT teacher in Secondary School, Teaching Assistant in Illinois University MOOC's. Participation in conferences and congresses. Participant in many Comenius, Erasmus+, FP7 and Minerva projects. Creator of learning and teaching material both formal and informal learning for traditional and ICT based classroom activities. Greek Ambassador in the EU's Council Code Week project. Creator of Educational Material for adults.

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

Yes

Please indicate:



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Comenius Multilateral Partnerships	2015	2013-1-RO1-COM06-29664_2	Palatul Copiilor, Romania
Comenius multilateral	2012	526428-LLP-2012-CY-COMENIUS-CMP	University of Nicosia, Cyprus
Comenius multilateral	2011	517748-LLP-1-2011-1-IE-COMENIUS-CNW	Enable Ireland
Erasmus+	2014	2014-1-LT01-KA201-000522_5	Gedminu pagrindine mokykla
Erasmus+	2014	2014-1-PL01-KA201-003564_2	Szkola Podstawowa z Oddziałami Przyszpitalnymi nr 9 im. kmdra por. Stanisława Hryniewieckiego w Słupsku, Poland
Erasmus+	2014	2014-1-UK01-KA201-000252_5	Canning Street Primary School, UK
Erasmus+	2014	3C7C54EC5DBE19CA	Gottfried Wilhelm Leibniz Universitaet Hannover, Germany
Erasmus+	2014	4DB7EC585DBE19CA	Przedszkole Miejskie Nr 206 z Oddziałami Integracyjnymi w Łodzi, Poland
Erasmus+	2014	2014-1-DE02-KA202-001571	wisamar Bildungsgesellschaft gemeinnuetzige GmbH, Germany
Erasmus+	2014	EBA7A3FBCF5D58E9	UMRANIYE OZEL MADENLER IRFAN ILKOKULU
Erasmus+	2015	2015-1-ES01-KA219-015710_4	FUNDACION INSTITUCION CULTURAL DOMUS
Erasmus+	2015	2015-1-IT02-KA219-015256_2	ISTITUTO COMPRENSIVO ARIANO NEL POLESINE
Erasmus+	2015	2015-1-ES01-KA219-015945_3	IES PASCUAL CARIPION
Erasmus+	2016	2016-1-TR01-KA219-033904_4	CAKMAKLI CUMHURİYET LİSESİ
Erasmus+	2016	2016-1-IE01-KA219-016894_4	ST.MARY'S PARISH PRIMARY SCHOOL
Erasmus+	2016	2016-1-ES01-KA201-025349	UNIVERSIDAD POLITÉCNICA DE CARTAGENA
Erasmus+	2016	2016-1-RO01-KA201-024399	UNIVERSITY STEFAN CEL MARE SUCEAVA
Erasmus+	2016	2016-1-UK01-KA201-024248	FURNESS ACADEMIES TRUST
Erasmus+	2016	2016-1-LT01-KA219-023136_3	KRETINGOS MARIJONO DAUJOTO PAGRINDINE MOKYKLA
Erasmus+	2016	KA201-2016-011	UNIVERSITY COLLEGE SJAELLAND
Erasmus+	2016	2016-1-PL01-KA219-026557_6	I LICEUM OGÓLNOKSZTAŁCĄCE IM. STANISŁAWA WYSPIANSKIEGO W SZUBINIE
Erasmus+	2016	2016-1-UK01-KA201-024458	GLASGOW CALEDONIAN UNIVERSITY
Erasmus+	2017	2017-1-PL01-KA219-038621_4	Szkola Podstawowa z Oddziałami Przyszpitalnymi nr 9 im. kmdra por. Stanisława Hryniewieckiego w Słupsku

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Erasmus+	2017	2017-1-DE03-KA219-035673_5	Inda Gymnasium
Erasmus+	2017	2017-1-PL01-KA219-038429_6	CDBWMS Children's House Sp. z o.o.
Erasmus+	2017	2017-1-FI01-KA201-034702	ITA-SUOMEN YLIOPISTO
Erasmus+	2017	2017-1-UK01-KA201-036517	UNIVERSITY OF GLOUCESTERSHIRE LBG
Erasmus+	2017	2017-1-FR01-KA201-037170	ASSOCIATION DES AGENCES DE LA DEMOCRATIE LOCALE
Erasmus+	2017	2017-1-UK01-KA201-036634	CIVIC COMPUTING LIMITED
Erasmus+	2017	2017-1-UK01-KA201-036769	CIVIC COMPUTING LIMITED

D.3.3. Legal Representative

Title	
Gender	Male
First Name	Anestis
Family Name	Papadopoulos
Department	Lyceum
Position	Director
Email	mail@platon.edu.gr
Telephone	+302351031111

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

D.3.4. Contact Person

Title	
Gender	Male
First Name	Evangelos
Family Name	Kapetis
Department	Gymnasium
Position	Headmaster
Email	kapetise@windowlive.com
Telephone	+302351033110



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

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

**D.4. Partner Organisation**

PIC	999887059
Full legal name (National Language)	UOM
Full legal name (Latin characters)	UNIVERSITA TA MALTA
Acronym	
National ID (if applicable)	952479
Department (if applicable)	Department of Inclusion and Access to Learning
Address	University Campus, Tal-Qroqq
Country	Malta
P.O. Box	
Post Code	2080
CEDEX	
City	MSIDA
Website	www.um.edu.mt
Email	projectsupport@um.edu.mt
Telephone	+35621333903-6
Fax	+35621336450

D.4.1. Profile

Type of Organisation	Higher education institution (tertiary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.4.2. Accreditation

Has the partner organisation received any type of accreditation before submitting this application?

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	MT MALTA01

D.4.3. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).



The University of Malta is the highest teaching institution in Malta. It is publicly funded and is open to all those who have the requisite qualifications. At present, the University has fourteen faculties, a number of institutes and centres and three schools. There are some 11,500 students including around 1,000 international students from 92 different countries and 450 visiting students following full time or part time degrees and diploma courses. The University regularly hosts a large number of Erasmus and other exchange students. A basic Foundation Studies Course enables international high school students who have completed their secondary or high school education overseas but who do not have the necessary entry requirements, to qualify for admission to an undergraduate degree course at the University of Malta. The University is geared towards the infrastructural and industrial needs of the country so as to provide expertise in crucial fields. Well over 3,000 students graduate in various disciplines annually. The degree courses at the University are designed to produce highly qualified professionals, with experience of research, who will play key roles in industry, commerce and public affairs in general.

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 Let Me Learn Centre within the department of Inclusion and Access to Learning at the Faculty of Education, University of Malta will be the main participant in the project. The Let Me Learn Centre is made up of the project coordinator, Dr. Colin Calleja, who is also a University Lecturer specialising in pedagogy for the primary classroom and in differentiated instruction and a number of trainers who have completed their training in the LML Process with Dr. Christine Johnston, the founder of the Let Me Learn process. The group of teacher trainers design and deliver training in the Let Me Learn Process and provide step by step help in the implementation of the process. Apart from providing the necessary information about the LML theories, the training is very practical since classroom implementation plays a major role in the training. Moreover, the participants who come to our training are supported in responding to the learners' needs and address the multiple identities present in the classroom. Following this training, mentoring and support are offered by our team as part of our continuous assistance to practitioners.

The Let Me Learn Centre offers lectures to students in differentiated teaching and has also organised a number of local and international events with the aim to share and disseminate information in the fields of differentiated teaching and the learning processes. The latest seminar being an international learning seminar for corporate professionals and educators. Seminar presenters included leaders of best practices in education from the US, Malta and EU partner countries.

The key person involved in this project is Dr. Colin Calleja B.Ed (Hon), M.Ed. (Melit.), Ph.D (Leipzig). Dr. Calleja is a lecturer in differentiated pedagogies and the head of department for Inclusion and Access to Learning within the Faculty of Education at the University of Malta. He is also the National Let Me Learn Centre coordinator, a joint initiative between the doctorates for Education and the Faculty of Education. He is the European coordinator for the let me learn process.

Over the years Dr. Calleja participated in a number of European projects including the 7-Country comenius 2.1 project (2004-2007) on preparing teachers to respond to student diversity – www.dtmp.org and the 6-country Grundtvig European project – Let Me Learn. He was also an active member of the European University Lifelong Learning Network (EULLEARN) that among other things aimed at developing a virtual resource Centre for lifelong learning and set a European Masters Programme on Regional Development. In 2013 he was awarded the EUPA good Practice Award (2007-2013) in recognition of his well-managed Grundtvig Learning Partnership Programme called E_SPICES. He was also an active member in the previous Grundtvig Project SPICES. He is cofounder of the International Forum on Learning.

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+	2015	2015-1-MT01-KA201-003717	Arts, Open communities and Adult Education
Erasmus+	2015	2015-1-UK01-KA201-013527	Early Childhood and Primary Education
Erasmus+	2015	2015-1-EL01-KA201-014080	Leadership for Learning and Innovation



Erasmus+	2015	2015-1-IT02-KA201-015237	Early Childhood and Primary Education
Erasmus+	2016	2016-1-IT02-KA204-024326	Inclusion and access to learning
Erasmus+	2016	2016-1-DE01-KA203-002910	Mathematics and Science Education
Erasmus+	2015	2015-2373-001/001	Arts, Open communities and Adult Education
Erasmus+	2016	2016 - 2927 / 003 - 001 -582943	Mathematics and Science Education
Erasmus+	2016	2016-3677/001-001	Early Childhood and Primary Education
Erasmus+	2017	2017-1-NO01-KA203-034194	LLI
Erasmus+	2017	2017-1-CZ01-KA203-035519	Mathematics and Science Education
DG Justice Action Grants 2016	2016	JUST-AG-2016/JUST-AG-2016-03	Education Studies
Erasmus+	2017	2017-2974/001-001	Education Studies

D.4.4. Legal Representative

Title	Professor
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Family Name	Vella
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City	Msida

D.4.5. Contact Person

Form hash code: 84A49E70DB20F6B6

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Title	Dr
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Family Name	Calleja
Department	Department for Inclusion and Access to Learning
Position	Head of Department
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Country	Malta
P.O. Box	
Post Code	2080
CEDEX	
City	Msida

**D.5. Partner Organisation**

PIC	968632301
Full legal name (National Language)	
Full legal name (Latin characters)	SJUCHARADS KOMMUNALFORBUND
Acronym	
National ID (if applicable)	2220001008
Department (if applicable)	
Address	SKARABORGSVAGEN 1A
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Post Code	506 30
CEDEX	
City	BORAS
Website	www.borasregionen.se
Email	info@sjuharad.se
Telephone	+46709391633
Fax	

D.5.1. Profile

Type of Organisation	Non-governmental organisation/association
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.5.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Navet Science Center (a part of Sjuhärads kommunalförbund) is a local education center with the aim of increasing the knowledge and interest in science, maths and technical issues among teachers, pupils and the public. Navet do have a task to carry out in service training for teachers and inspirational workshops for kids from the age of 4 up to 19 years of age. Navet have been operating in Borås since 1996.

Navet have 20 full time employees, 10-12 out of these are pedagogical staff, usually former teachers. In one year 28 000 kids and students are visiting Navet as a part of their school and/or kindergarten education. 1600 students from University of Borås get some of their education from Navet. 12000 teachers and school leaders do take part in in-service trainings. Adding up on this are the



visitors from the public: approximately 24000 visitors during holidays and weekends. 4000 persons attend events and conferences that take place at Navet. There is a lot of visitors and events during one year. Navet is located in a newly renovated building in the center of Borås, close to the central station.

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?

Navet as an organisation have great experience in managing big school development projects. The group behind this application have previously worked with two major school development projects:

HELA - a two year project (2015-2017) involving 23 schools and preschools from 4 different municipalities. The project aim was to create an inclusive school/preschool where kids and young people with special needs can develop their sense of coherence and increase the level of goal completion in their education. A budget of around 2 000 000 euro was maintained.

STEPS - a project on Entrepreneurial learning during 2011-2013. The funds came from the European Social Fund and involved 100 schools from West Sweden and Halland.

Fredrika Lundqvist: since 2006 working as project coordinator at Navet, before that she worked as a teacher. Fredrika did work as a project leader for a new Montessori school in Borås city. Fredrika was the main project coordinator of HELA and together with Anna Gunnarsson responsible for the part of the STEPS project that concerned the Borås area. Fredrika have worked mainly with organising in service training for teachers and educators. She has experience of international cooperation through many small school development projects with Swedish schools/preschools and partners in countries like Australia, Japan, Costa Rica, Canada and the US.

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+	2017	035073	Promoting intercultural science education for adults, PISEA
Comenius	2013	533901	3D technology project
Erasmus+	2014	1089521	European strategic partnership for sustainable consumption and awareness raising, ESCAR
Erasmus+	2016	1345575	3D in education

D.5.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Female

Lotta

Johansson

Navet Science center

Manager

Form hash code: 84A49E70DB20F6B6

EN

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D.5.4. Contact Person

Title

Gender

Female

First Name

Fredrika

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Position

Project leader

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**D.6. Partner Organisation**

PIC	940898643
Full legal name (National Language)	Liverpool World Centre
Full legal name (Latin characters)	Liverpool World Centre
Acronym	
National ID (if applicable)	4345967
Department (if applicable)	
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Country	United Kingdom
P.O. Box	
Post Code	L81XE
CEDEX	
City	Liverpool
Website	www.liverpoolworldcentre.org
Email	
Telephone	+44 151 708 6515
Fax	

D.6.1. Profile

Type of Organisation	Non-governmental organisation/association
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.6.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Liverpool World Centre (LWC) is a charity and company limited by guarantee. LWC exists to make world issues relevant to the lives of people young and old. Education is a crucial part of people's lives, therefore LWC works with children, adults and educators to facilitate understanding of global issues and promote positive social change. LWC has 4 paid staff, and 2 volunteers, but also has a bank of 8 associate workshop leaders. LWC was founded in 2000 and has worked with 237 of schools in Merseyside (50%), and over 500 adults.

Liverpool World Centre chairs the national Consortium of Development Education Centres (CoDEC). LWC is one of 30 Development



Education Centres who work locally in offices across England. The chair has helped make CoDEC more effective by implementing systems such as sub groups, reporting processes and business planning. CoDEC is now seeking further funding from Oxfam to roll out a national Global Teacher's Award.

Areas of expertise

LWC uses issues such as Fairtrade, climate change, and citizenship to explore the relationships of people with each other and those in the wider world. These issues are explored using participatory methods which develop critical thinking skills and positive community action. Taken together these issues and methods are called "global learning".

LWC has particular expertise in working with refugees and asylum seekers and their families. We worked with families to tell their own "digital stories" and run workshops to raise awareness of migration, asylum and refugee issues in schools and communities. We also worked to engaging 10 West African community members of Liverpool to develop and dramatise stories sharing their experiences of health with community members and policy makers.

Social context:

LWC works in Merseyside, with some of the highest levels of deprivation in the UK. Specifically the project will work 2 areas experiencing socio-economic disadvantage, with a further 2 having above average levels of socio-economic disadvantage (Indices of deprivation). One area of focus is the Liverpool's port industry. At its height in the 1950s, about 25,000 dockers worked on the Mersey. There are now 400, with 5,000 people in other jobs in the Port of Liverpool and an estimated 30,000 in occupations dependent on it. Of the 400, 150 work in the Seaforth container terminal. Last year the port handled a record 32.8 million tonnes of cargo, as opposed to some nine million in 1984.

Quality systems:

LWC has six trustees on its Management Committee, three of whom have been with the organisation since its inception in 2000. The Management Committee officers are Chair, Treasurer, Company Secretary. There is also a dedicated supervisor for the Co-ordinator and a finance sub-committee.

As a charity and a company limited by guarantee, the organisation is accountable to both the Charity Commission and Companies House. The Management Committee holds monthly meetings which are attended by the Co-ordinator. Each quarter meetings are held between trustees and all staff, focusing on a single project or organisation development issue. Business planning away days are held annually, as is an Annual General Meeting.

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?

LWC will bring its precious expertise on educational, methodological, social, intercultural and intergenerational issues:

- adults with disabilities: 2011-12 series of participatory workshops in partnership with Brothers of Charity

Adult education: intercultural, intergenerational and social dialogue in a community based project: 2010-12 engaging ten West African community members of Liverpool to develop and dramatise stories sharing their experiences of health with community members and policy makers.

2009-14 "Engaging Disengaged Project" out of school hours, to 180 students in Notre Dame Catholic College (Everton) will add a proactive competence to improve the levels of students self esteem, attendance and attitudes towards education, but also provided valuable lessons for the intergenerational dialogue

- global education and learning: 2008-14 Embedding global learning in teaching at Hope University, through the training of lecturers. This has increased the volume of teaching to include global issues and methods from 5,835 hours in 2007 to 26,909 in 2010. The quality of this work has been praised as "outstanding" in a recent Ofsted inspection (report due in June 2011).

Staff expertise includes:

- Andrea Bullivant has 21 years experience of training, teaching and facilitating learning with young people and adults as follows:
- Current role with Liverpool World Centre - 4 years of facilitating awareness and understanding of global learning/citizenship and



education for sustainable development with teachers in schools and training teachers and teacher educators in higher education, with an emphasis on creative and participatory facilitation techniques. In 2008 she attended a 4 day European training course on digital storytelling with a view to taking this forward in her work. Another key element of this role is facilitating learning about the rapidly changing context for education and work in the 21st century, and in addition to the activities outlined above she has co-authored a number of publications in this area:

- 9 years working within the criminal justice system to rehabilitate young people/adults at risk of offending, through individual and group support and counselling. A significant element of this work revolved around issues of work and identity.
- 7 years higher education teaching with trainee social workers, including facilitating understanding of relevant social justice issues and the skills necessary for working with disadvantaged groups of young people and adults.
- 2 years experience (both voluntary and employed) in delivering awareness raising sessions about asylum seekers/refugees and migration, and issues of work and identity, to a range of community groups, including young people and older adults.

Publications include:

- Gadsby, H and Bullivant, A (Editors), Key Themes in Secondary Education
- Creativity and Critical Thinking. October 2012
- Social Media and Technology. April 2012

- Pablo Guidi, LWC's Director with an Adult Literacy background. Pablo is particularly interested in the role that faith plays in addressing issues of citizenship at a local and global level. Has worked for 7 years in community development with asylum seekers and refugees, including 2 years in a Ugandan refugee camp.

- Jason Ward is a drama specialist who works with issues of global citizenship. His interests lie in using theatre as a tool for behaviour change, and as an approach towards Personal Thinking and Learning Skills. Jason is also an accredited Philosophy for Children trainer (dialogue for enquiry).

- Karen Wynne has been working with the asylum and refugees communities in for over 10 years.

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+	2015	2015-1-IT02-KA204-015191	Diciannove Societa cooperative, IT
Erasmus+ KA2	2017	2017-1-UK01-KA201-036831	Liverpool World Centre, UK

D.6.3. Legal Representative

Title

Gender

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Department

Position

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Frank

Kennedy

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D.6.4. Contact Person

Title

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First Name

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Family Name

Guidi

Department

Senior Management

Position

Director

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Telephone

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E. Description of the Project

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed? Why should this project be carried out transnationally?

The aim of School of Tomorrow - SOT- is to create strategies and collect ideas to create an inclusive school. A school where all kind of students, regardless of background, physical and/or psychological difficulties, social groups or similar, will be able to reach their educational goals.

The strategies could be divided into three main categories; Prevention, Intervention and Compensation. In this project, however, the focus will be on strategies and good practices connected to "Intervention" and especially School-wide strategies that address all pupils, but are also beneficial to those at risk of dropping-out caused by any of the above difficulties in their backgrounds.

The project will examine and exchange good practices and methodologies that could support schools and other educational actors with different strategies. The main target group are teachers and educators who work with developing education. This project will form an international network, consisting of schools, educational organizations and school developers. All the partners do have local schools and teachers in their respectively national networks.

Through Short-term joint staff training events around different topics, this international network group will investigate and try new methods. This knowledge and experiences will be transferred to other administrations and schools within the partnership and disseminated to other relevant actors related to education.

Some of the topics that are of interest are for example innovative ways of organizing schools, increase knowledge on collaborative and holistic approaches to teaching and learning and cooperation with external key actors, such as SMEs, parents, social services, and other.

As project coordinators, we at Anthropolis Association - dealing with several school and education project also in European level - have realized that there are many good ideas and successful practices carried out all over Europe. We would like to collect some of them and try them out with the partner organizations. To be able to get a wider perspective on education and methods for learning we all need to go to the greater international community to learn.

Each partner in this project have different needs and can contribute in different ways to an inclusive school in the Project School of Tomorrow.

What results are expected during the project and on its completion?

The SOT-projects expected results is to have formed strategies for inclusion in the education system. The strategies should be able to be applied in any educational organization; from school management to classroom, from preschool to college and from NGOs to individual in any society in EU.

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

The project is innovative since it consists of different kind of partners: schools, NGOs and educational organizations. Each partner can and will contribute but also learn.

The world around us is changing rapidly, our students crave for more and today's educational systems have lacks that needs to be filled. We want to widen our understandings of why not all student reach their goals.

The SOT-project will give an international perspective, make the good ideas from different European countries visible and hopefully strengthen the educational systems in society in different levels with help of the projects outcoming strategies for an inclusive school.

Some partners have experience in previous and ongoing KA2-projects within the Erasmus+ program and they will present their experiences and findings for the network in this project.

The SOT-project will also study and investigate the European Tool-kit for schools "Promoting inclusive education and tackling early school leaving" that is provided on the website School Education Gateway. One of the main objectives in this project is to contribute to this Tool-kit, though this project hopefully will be beneficial in the long turn, for drop-out students all over EU.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a similar project?

The different partners are found through personal contacts and through e-twinning. The level of experience is also very different so we expect to learn from each other, not only on the objectives of this project, but also from the experiences of carrying out international projects. Anthropolis, as project leader has already some experience managing European projects.



How will the tasks and responsibilities be distributed among the partners?

Anthropolis will work together with the Navet Science Centre in the project management when it comes to plan and organize the work has to be done. On the first meeting in Sweden we will go through the whole project plan together with all the participants and share the responsibilities among the group. Each country that will have a joint staff training event will be responsible for organizing the event in their country. When another country also will have workshops at that event, the both countries will share the responsibility for the content of the event. At the first meeting Anthropolis and Navet Science center will present the Tool-kit and we will all together decide how to work with it and how and when to contribute to it. Each country will contribute to this tool-kit. Each country will also be given tasks between the events and during the first meetings we will set up goals for each country. Between the meetings the coordinator will have skype sessions with the participants once a month, following up how everything goes.

What are the most relevant topics addressed by your project?

Inclusion - equity

Quality Improvement Institutions and/or methods (incl. school development)

Is the partnership specifically aimed at regional cooperation and led by local and/or regional school authorities from different countries?

No

E.1. Participants

Please briefly describe how you will select and involve participants in the different activities of your project?

Each partner will send participants to each event. It is up to each partner to choose their participants. But, we do encourage partners to have someone that take part every time to keep a continuum. To the short term joint staff training events it is necessary that the participants are the ones who can assimilate and implement new knowledge in their organization/school. The key persons described in each partner description do all have the kind of position where it is a part of their job to share with colleagues or perform in service training events for teachers/schools in their local/regional context.

The partners joining the events will be involved in both planning, getting tasks of methods to try and evaluate and in their own work field/country, and be a part of the unanimous creation of the future strategies for an inclusive school.

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

No

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

As the project is involved mostly with multipliers, mostly teachers we are not targeting directly participants with fewer opportunities but in local context all the participants will use the methods learned during the project meetings and can involve students with fewer opportunities, trying avoid them from dropping out.



F. Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

If the grant is given to this project, there will be an intense period of planning. The first meeting and joint staff training event is planned to be held in Sweden in October 2018. Until then each partner will study reports aiming the four targets pointed out in the background section in this application. 1. Foundational work with basic values, 2. Peer learning (kollegialt lärande), 3. Strategies for working with integration. 4. Approaching Psychological health issues/welfare issues with the students, depending on exclusion caused of social economics, immigrants and gender.

A forestudy containing analysis of risks and prospects of the SOT project will be presented by the Anthropolis partner. An overlooking project plan has been made containing a communication plan and a timetable for the partners of the SOT-project, which will be communicated by email before the first meeting. At the first meeting, we will make a specific plan for the project, with date and content of each training event and deadlines for written contribution and evaluations. Dates and deadlines for the work that we expect to be done in-between meetings will be settled and put into the common project plan.



G. Project Management and Implementation

Please 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".

We will arrange 4 short term joint staff training events. Each partner will send 1-3 participants to these events. The hosting organization can of course have more participants attending.

For every event, there will be one hosting organization responsible for the planning at the event. At some of the events two countries will contribute with workshops and therefor together be responsible for the content of the event.

The workshops planned are:

October 2018 at Navet Science Centre, Borås, Sweden

May 2019 Hungary/UK in Hungary

October 2019 Italy/Malta in Italy

May 2020 Greece

Please describe the methodology you intend to apply in your project.

We will have a democratic project where the project coordinator will listen to the partners and make changes along the way. If there will be any disagreements the project coordinator does have the last vote. The guidelines and agreements on cooperation will be discussed and put into printing in the project plan at the first network meeting in Sweden.

Each short term joint staff training event will consist of workshops, where the organizing partner show and share their methods and ideas of making an inclusive school, a School of Tomorrow. It can be hands on methods, theoretical lectures and study visits. At the wrapping up meeting in Greece 2020, the aim is to corporate actual strategies into printing, useful and disseminatable in all countries and schools

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will it take place and what will be the goal?

The transnational project meetings will be held in connection to the joint staff training events to prevent too many travels. The first one to plan the project, dates and distribute areas of responsibility. The two workshops in Hungary and Italy will initially be a shorter transnational meeting to be able to adjust and discuss the dissemination and evaluation more specifically. The final transnational project meeting will be held in Greece 2020 in connection to the last staff training event. The first and last meeting will therefor be 7 days instead of 5.

How will you communicate and cooperate with your partners?

In the preparations for this application we have had contact through email and skype. During the project, we plan to have a common digital group through in suitable digital tool, but also have Skype meetings if required. The project coordinator will talk to each partner each month over Skype or other apps necessary needed to communicate. The forms of communication will be revisited during the project. The partners will get common tasks during the project, like planning a joint staff training event, or trying out discovered methods, and their planning and evaluation will be one form of cooperation.

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

Each organization stands for their own plan when it comes to physical risks as accidents and/or changes of staff within in the program. During the project the coordinator will be the one that decides if the other partners can't agree. At the first transnational project meeting we will write down the terms and conditions of the project in the common project plan for SOT. The plan also includes a SWOT-analysis. Each partner will sign the project plan with agreed terms.

How will the monitoring of the project activities be carried out and by whom?

Anthropolis Association as project coordinator, will be responsible to monitoring the project. Anthropolis will also provide the partners about relevant information and remind partners about the different activities through weekly updates through email or other digital communication ways decided.



How will you assess the success of your project?

We will assess each joint staff training event in connection to the training. The hosting partner will be responsible for this. The SOT project will be assessed by Anthropolis Association during the project. The Association will collect the assessments from the partners through digital tools. Each partner will report both about the activities in the project and their own work with dissemination and development of their organization. Anthropolis will also evaluate in the final report.

If relevant for your project, do you plan to use Erasmus+ online platforms (e.g. EPAL, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project?

We will study, evaluate and contribute to the European Tool-kit provided at School Education Gateway.
We will encourage the use of e-twinning between teachers and pupils in our different countries. This is not the main target of the project but experience shows that when educators and teachers international network is spread around locally, new interested teachers asks for contacts. Through the international network created in this project we will all get new international contacts that will contribute to our local contacts and will not only disseminate the SOT-projects, but also create new international contacts for the future.

**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?

This project aims to learn from the international network and even though information technology make it easier to keep contact, we are convinced that when it comes to implementation of new methods and strategies, it is important to be able to try them hands on through workshops and training. The physical meeting is important to understand the context of the other partner and to be able to understand the methods and tools.

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	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	A workshop at Navet where the methods and strategies collected through the HELA and STEPS projects are presented. There will be training on how to make science a subject of interest for everyone. We will study the tool box on SchoolEducationGateway and divide tasks among the group. We will also in connection to this have a transnational project meeting as a startup. On the first meeting in Sweden we will go through the whole project plan together with all the participants and share the responsibilities among the group. Each country will also be given tasks between the events and during the first meetings we will set up goals for each country.
Country of Venue	Sweden
No. of Participants	12
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	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET
	I.C. Carini Calderone - Torretta
	PLATON M.E.P.E
	UNIVERSITA TA MALTA
	SJU HARADS KOMMUNALFORBUND
	Liverpool World Centre



Activity No.	C2
Fields	School Education
Activity Type	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	This event will be organised by Anthropolis in Budapest, Hungary. Anthropolis will introduce the method of Digital Storytelling as a very versatile method to be used in education, to assist students learning about themselves, each-other, the people around them, and to empower students' self expression and personal identity. This workshop will be a cohosting event together with Liverpool Worlds center. The LWC will also present global education and experiences of working with social inclusion
Country of Venue	Hungary
No. of Participants	12
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	5
Duration (months)	
Participating Organisations	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET I.C. Carini Calderone - Torretta PLATON M.E.P.E UNIVERSITA TA MALTA SJUHARADS KOMMUNALFORBUND Liverpool World Centre

Activity No.	C3
Fields	School Education
Activity Type	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	We will discuss the Italian School System and the Dept. of Education official rules to deal with Inclusion and Dropping-out phenomena (every year we have a limited budget from the Dept. of Education to spend on our projects). I think that comparison among different countries rules and strategies is important and sharing experiences is vital. We need to find best common strategies to "motivate and inspire" our most difficult students. Then I will suggest to observe our way to work in a classroom during regular teaching classes (i.e. some videos we have already produced show our teacher efforts on inclusive methods). We will show you a "Tutoring" project idea on creativity such as gardening or street art involving our "difficult students". Our storytelling project "Mirroring Island" is a pilot/experimental project in our school, recognized by the Dept. of Education as part of the National Programme for a Digital School. We have got videos of teaching experience in a classroom to disadvantage pupils, and



generally I think that concrete videos showing what we do can work perfectly in our project. During that time our more "difficult students" can show what they have done. Our aim is also to produce a final dramatization of the work with a performance. We can make them responsible of the event, presenting their own work in their own way.

As we believe in the value of culture through Art and History, our workshop will continue through the cultural heritage of the city of Palermo

Palermo is the Italian capital of Culture for 2018 and host city for the prestigious European Biennial of Contemporary Art- Manifesta 12.

As the mayor of Palermo said " the strength of Palermo consists in being at difficult times like these, the city of immigrant receptivity and integration"

In 2015 UNESCO proclaimed the Arab-Norman itinerary between Palermo, Monreale and Cefalu World Heritage Site. We would like to explore with our students the heritage of the Phoenicians' s route

What has made us proud of such a choice has been "the great humanitarian scope, strongly and generously aimed at inclusion". Sicily is playing a key role in Immigration phenomena these years together with other European countries, that's why the most significant cultural asset we uphold is the culture of Welcome. Inclusion goes through a reinforcement of our cultural identity and thanks to the strength gained from our strong tradition, we can proudly face some challenges.

This will be a cohosting event together with Malta University, Let me learn center.

The Let Me Learn centre offers expertise in the area of inclusion and differentiated teaching, which are the main areas of interest of the project. Our workshop will aim to move away from teacher determined differentiation to the learner guided differentiation and help teachers to:

- Understand themselves as learners
- Understand other learners better
- Enhance and facilitate the learning experience involve

The workshop will run over a course of a few days and include both theory and practice and teachers will have opportunities to share good practice. Topics which would be covered include the meaning of learning, the schooling/learning dichotomy, who we are as learners, the learning patterns, the learning patterns, the interactive learning model, the learning connections inventory, differentiation, group work, etc.

Country of Venue	Italy
No. of Participants	12
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	5
Duration (months)	
Participating Organisations	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET
	I.C. Carini Calderone - Torretta



	PLATON M.E.P.E
	UNIVERSITA TA MALTA
	SJUCHARADS KOMMUNALFORBUND
	Liverpool World Centre
Activity No.	C4
Fields	School Education
Activity Type	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	For the workshop in Greece we will concentrate on how to be able to make the students know what competence they develop with each activity and how we could validate these competences. Validation means attributing value to individuals' learning, irrespective of the context in which this learning took place. Going through validation helps a learner to use the outcomes of formal, non-formal and informal learning for future learning or employment opportunities. We will start from the EU key competences. We will also present work done as "homework" from the previous staff training. We will also have a final transnational meeting in connection to this workshop.
Country of Venue	Greece
No. of Participants	12
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	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET
	I.C. Carini Calderone - Torretta
	PLATON M.E.P.E
	UNIVERSITA TA MALTA
	SJUCHARADS KOMMUNALFORBUND
	Liverpool World Centre

How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Each partner do select their own participants. They choose who is the most suitable to handle the subject given at the event. When it comes to safety and security the hosting school/organisation is responsible and will have to make a short written plan before the event.



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

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?

We will study and try out some of the ideas in the European Tool Box at School Education Gateway. And we will suggest new inputs to this database after each event.

**H. Follow-up****H.1. Impact**

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

Impact is understood to be the potential longer lasting change (as opposed to the immediate change taking place in each training and exchange activity). This section will outline the change to: (a) individuals; (b) organization, and; (c) other stakeholders

(a) Individual participants

The impact will at this level will be on individual teachers and school developers.

Teachers will become model educators for peers in their schools, energized to motivate others. This will be because of their increased competence, confidence in working with inclusion in the classroom, and a broader knowledge and understanding of the EU, and other learning methods concerning inclusion.

(b) Organizations

The impact will be on schools, and the education partners - Liverpool World Centre, Navet Science Centre, Anthropolis and Let me Learn center at Malta University. These different schools, organizations and education partners will improve their quality development and methods.

Schools: Through the SOT- project, schools will offer more attractive educational programs targeting disadvantaged students with low educational goal fulfillments based on the four areas of focus to improve the results:

1. Foundational work with basic values,
2. Peer learning (kollegialt lärande),
3. Strategies for working with integration.
4. Approaching Psychological health issues/welfare issues with the students, depending on exclusion caused of social economics, immigrants and gender.

The training of teachers will lead to:

1. Improved pupil behavior
2. Improved pupil attendance
3. Improved pupil attainment
4. Reduced number of early school leavers
5. And as aimed, reach a higher educational goal fulfillments.

Educational partners: The long-term change for these partners will be the increased capacity to work with schools regionally, organizations nationally and partners internationally. Each of the partners will have increased skills, knowledge and understanding as set out in the learning outcomes and strategies of the SOT-project. This will help partners develop training for school and national events. It will also help the organizations prepare for future collaborative projects.

(c) Stakeholders

One additional stakeholders will be the University of Malta (not just the Let me learn center), and all teachers and students at the University. Another one is Sjuharads kommunalförbund/municipal (not just Navet Science center) that work and have contact with schools in all the municipalities in Sjuharad.

Liverpool Hope University has a larger Initial Teacher Education department training 250 potential teachers a year. Their involvement in attending the events in Liverpool, and conversations with the project management team about accreditation will initiate interest in training for their student teachers.

In the long run:

Pupils, as a target group of dis-inclusion in the current school system, will have experienced engaging methods of learning that address their educational needs. This will lead to a reach of a higher educational goal fulfillments which in the long term could potentially increase their employment opportunities, as they demonstrate increased communication and skills.

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

By creating strategies, in the SOT-project, on how to build an inclusive school, the impact will be in all levels, reachable for interested education developers in all the EU and other countries.

Impact at local level: - Sharing of results in school cluster meetings, lead by partner schools raising awareness of different and innovative approaches to working with methods and strategies for an inclusive school, a School of Tomorrow.



Impact at regional level: - Sharing of impact in regional and national context, by educational partners.
Impact at national level: - Each partner will present how they will reach out nationally during the project.
Impact at international level: -We wish to contribute to the online European Tool-kit for schools at the website School Education Gateway and other relevant international platforms.

How will you measure the previously mentioned impacts?

This will occur through the ongoing work of Individual participants, organizations and schools. Indicators will include:

- continued work with schools and Liverpool World Center and Anthropolis beyond life of project
- continued monitoring by Liverpool World Centre as lead in Engaging Disengaged 2014-17 programme
- the creation of further funded partnerships between partners and Higher Education Institutions and Local Authorities
- continued updates with European educational umbrella organizations and platforms
- In the final report of the SOT-project plan the measure impact will also have a headline, containing the impact provided by each partner in the SOT-project from a local, regional and national level.

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.

What will be the target groups of your dissemination activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

Each partner do choose their own target groups. For the schools involved the target groups are primarily colleagues but of course in the end the students. For the organisations in this project the target group are the teachers and educators they meet in their operations. Each partner have gathered some ideas on dissemination:

Sweden:
Navet meet and educate teachers and headmasters from schools and preschools every day. In different projects and educations we will include the knowledge from SOT. Then we can both assess and disseminate the tools as the teachers will work with them in there classes.

We will also talk about the project and inspire teachers and headmasters from different schools and preschools making them interested in SOT an in international collaboration.

Greece:
With their great experience in KA2 projects they do have a good structure of disseminate projects within the school through seminar days held a few times a year. They do also have good contacts with local media who often write about the projects taking part in the school.

Hungary:
Anthropolis is members of HAND - the Hungarian umbrella association dealing with global education and development issues. They have been involved in several European funded projects with particular expertise in dissemination. Anthropolis do meet teachers and schools through their work and will implement methods and share findings from the SOT both locally and nationally.

Italy:
They are going to report the project working progress through presentations at teachers/school meetings and to the network of schools in the area. The Head Master is also in the Board of more Comprehensive schools in the same area.
The knowledge they gain through this project could be beneficial for everybody working in the Education sector. The school holds during the year different seminars or in service teacher events on different levels.

Malta:
One of the roles of the project assistant would be to create a dissemination programme with the aim of promoting the project results with the various stakeholders in education. These would include Kindergarten Assistants, Learning Support Educators, primary and secondary school teachers as well as assistant heads and heads of school. One common characteristic of the stakeholder would be an interest in improving their teaching and learning and in further understanding the needs of the students in their care.



The Let Me Learn Centre will use skills and experiences gained in this project to improve the training programme that is currently being offered to educators. We also aim to use the skills and expertise gained from this project to transfer them into the organisation and deliver of stand alone courses in pedagogy aimed at the different stakeholders in education.

England/UK:

Liverpool World Centre chairs the national Consortium of Development Education Centres (CoDEC). LWC is one of 30 Development Education Centres who work locally in offices across England. The chair has helped make CoDEC more effective by implementing systems such as sub groups, reporting processes and business planning. Liverpool World Centre has worked for many years with Liverpool Hope University, teaching a 1 year module on wider education perspectives. It also chairs the national Teacher Education for Equity and Sustainability Network. Both these provide forums for project dissemination.

Which activities will you carry out in order to share the results of your project beyond your partnership?

Each partner do have different systems for dissemination, described above. In the project we do also plan to contribute to the European Tool-kit on School Education Gateway.

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?

Each partner will be responsible for the dissemination in their own organisation. The project coordinator will gather information and assessments from each partner on the events.

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.

We want our findings, small and big, to be presented in the European Toolkit on School Education Gateway. Our initial idea was to make a digital tool box of our own but since we got to know the one on School Education Gateway we thought it would be much better to use the existing structure. Hopefully this project will make the toolkit more known.

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

Through sending our results to the European Tool kit at School Education Gateway website. In the local context each partner have different ways of keeping their local networks alive and creative.

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?

Since we aim to provide some of our results to the European Tool kit on School Education Gateway it will be there as long as this site wants to keep it. As an international network we hope that each partner will see the benefits of international cooperation and maintain the network. Anthropolis, as coordinators, will try to keep the network alive and if there are new projects, again involve the partners if suitable. We will work with this question at the last meetings and as a question in the evaluation.



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	Country of the Organisation
941364243	Applicant Organisation	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET	Hungary
914429283	Partner Organisation	I.C. Carini Calderone - Torretta	Italy
946680134	Partner Organisation	PLATON M.E.P.E	Greece
999887059	Partner Organisation	UNIVERSITA TA MALTA	Malta
968632301	Partner Organisation	SJUJARADS KOMMUNALFORBUND	Sweden
940898643	Partner Organisation	Liverpool World Centre	United Kingdom
Total Grant Requested			42000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
Total					

I.3. Learning/Teaching/Training Activities

I.3.1. Travel

Total	48	11820.00
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PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Grant Requested
941364243: ANTHROPOLIS AN	Hungary	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
941364243: ANTHROPOLIS AN	Hungary	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	0 - 9 km	0.00	2	0.00
941364243: ANTHROPOLIS AN	Hungary	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
941364243: ANTHROPOLIS AN	Hungary	C4	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
914429283: I.C. Carini Calderor	Italy	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	3	1080.00
914429283: I.C. Carini Calderor	Italy	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
914429283: I.C. Carini Calderor	Italy	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	0 - 9 km	0.00	3	0.00
914429283: I.C. Carini Calderor	Italy	C4	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
946680134: PLATON M.E.P.E	Greece	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00



PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Grant Requested
946680134: PLATON M.E.P.E	Greece	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
946680134: PLATON M.E.P.E	Greece	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
946680134: PLATON M.E.P.E	Greece	C4	SP-SCHOOL-EVENT - Short-term joint staff training events	0 - 9 km	0.00	2	0.00
999887059: UNIVERSITA TA MA	Malta	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	1	360.00
999887059: UNIVERSITA TA MA	Malta	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	1	275.00
999887059: UNIVERSITA TA MA	Malta	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	100 - 499 km	180.00	1	180.00
999887059: UNIVERSITA TA MA	Malta	C4	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	1	275.00
968632301: SJUHARADS KOMM	Sweden	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	0 - 9 km	0.00	2	0.00
968632301: SJUHARADS KOMM	Sweden	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00



968632301: SJUHARADS KOMM	Sweden	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
968632301: SJUHARADS KOMM	Sweden	C4	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
940898643: Liverpool World Ce	United Kingdom	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
940898643: Liverpool World Ce	United Kingdom	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
940898643: Liverpool World Ce	United Kingdom	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
940898643: Liverpool World Ce	United Kingdom	C4	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
Total						48	11820.00

I.3.2. Individual Support

Short-term Learning/Teaching/Training Activities

PLC of Organisation	Country of the 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				144	48	Total	0	0	Total	30528.00



PLC of Organisation	Country of the 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
941364243: ANTHROPC	Hungary	C1	SP-SCHOOL- EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
941364243: ANTHROPC	Hungary	C2	SP-SCHOOL- EVENT - Short-term joint staff training events	5	2	530.00	0	0	0.00	1060.00
941364243: ANTHROPC	Hungary	C3	SP-SCHOOL- EVENT - Short-term joint staff training events	5	2	530.00	0	0	0.00	1060.00
941364243: ANTHROPC	Hungary	C4	SP-SCHOOL- EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
914429283: I.C. Carini C	Italy	C1	SP-SCHOOL- EVENT - Short-term joint staff training events	7	3	742.00	0	0	0.00	2226.00
914429283: I.C. Carini C	Italy	C2	SP-SCHOOL- EVENT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00



914429283; I.C. Carini C	Italy	C3	SP-SCHOOL- EVENT - Short- term joint staff training events	5	3	530.00	0	0	1590.00
914429283; I.C. Carini C	Italy	C4	SP-SCHOOL- EVENT - Short- term joint staff training events	7	3	742.00	0	0	2226.00
946680134; PLATON M	Greece	C1	SP-SCHOOL- EVENT - Short- term joint staff training events	7	2	742.00	0	0	1484.00
946680134; PLATON M	Greece	C2	SP-SCHOOL- EVENT - Short- term joint staff training events	5	2	530.00	0	0	1060.00
946680134; PLATON M	Greece	C3	SP-SCHOOL- EVENT - Short- term joint staff training events	5	2	530.00	0	0	1060.00
946680134; PLATON M	Greece	C4	SP-SCHOOL- EVENT - Short- term joint staff training events	7	2	742.00	0	0	1484.00
999887059; UNIVERSITA'	Malta	C1	SP-SCHOOL- EVENT - Short- term joint staff training events	7	1	742.00	0	0	742.00
999887059; UNIVERSITA'	Malta	C2	SP-SCHOOL- EVENT - Short- term joint staff training events	5	1	530.00	0	0	530.00



999887059: UNIVERSITY OF MALTA	Malta	C3	SP-SCHOOL- EVENT - Short-term joint staff training events	5	1	530.00	0	0	530.00
999887059: UNIVERSITY OF MALTA	Malta	C4	SP-SCHOOL- EVENT - Short-term joint staff training events	7	1	742.00	0	0	742.00
968632301: SJUHARAD	Sweden	C1	SP-SCHOOL- EVENT - Short-term joint staff training events	7	2	742.00	0	0	1484.00
968632301: SJUHARAD	Sweden	C2	SP-SCHOOL- EVENT - Short-term joint staff training events	5	2	530.00	0	0	1060.00
968632301: SJUHARAD	Sweden	C3	SP-SCHOOL- EVENT - Short-term joint staff training events	5	2	530.00	0	0	1060.00
968632301: SJUHARAD	Sweden	C4	SP-SCHOOL- EVENT - Short-term joint staff training events	7	2	742.00	0	0	1484.00
940898643: Liverpool V	United Kingdom	C1	SP-SCHOOL- EVENT - Short-term joint staff training events	7	2	742.00	0	0	1484.00
940898643: Liverpool V	United Kingdom	C2	SP-SCHOOL- EVENT - Short-term joint staff training events	5	2	530.00	0	0	1060.00



940898643: Liverpool V	United Kingdom	C3	SP-SCHOOL- EVENT - Short- term joint staff training events	5	2	530.00	0	0	0.00	1060.00
940898643: Liverpool V	United Kingdom	C4	SP-SCHOOL- EVENT - Short- term joint staff training events	7	2	742.00	0	0	0.00	1484.00
Total				144	48	Total	0	0	Total	30528.00

I.3.3. Exceptional Costs for Expensive Travel

PLC of Organisation	Country of the 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	

I.4. Special Needs

PLC of Organisation	Country of the Organisation	No. of Participants With Special Needs	Description	Grant Requested
Total			Total	



I.5. Exceptional Costs

PLIC of Organisation	Country of the Organisation	Description of Cost Item	Grant Requested (75% of Total)
		Total	

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



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+ Project Results Platform.

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

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

School of Tomorrow:

The aim of the project is to create an inclusive school through integrated strategies for preventing early school leaving. Strategies for tackling early school leaving could be divided into three main categories; Prevention, Intervention and Compensation. In this project, the main focus will be on strategies and good practices connected to "Intervention" and especially School-wide strategies that address all pupils, but are beneficial to those at risk of dropping-out.

The project will examine and exchange good practices/methodologies that could support schools and other educational actors to tackle early school leaving and integrate this in different strategies. We will examine and contribute to the European Toolkit at School Education Gateway.

The partners:

We are six partners from six different countries. We are two schools, four organisations that work with teachers in service training/teacher students. All are interested in inclusion and all have interesting ideas and practices to share. The experience from international cooperation and Erasmus+ projects vary from beginner to the ones with great experience.

The activities:

The main activities in this project are the short term joint staff meeting events that are to be held at four different occasions. Each event will be hosted by one or two partners. They will share their field of expertise. We will also get tasks in between the events and these will be presented at the event. The staff training events will be in small groups of 12 persons and will be intimate and focused on practical work. Some studyvisits and social events will be a part of each staff training. But the main focus will be to learn the method or discuss the strategy presented.

Goals:

We will contribute to the European Tool kit. We will create an international network for future reference and cooperation. We all enter the project with open minds and will implement new ideas in our different operations locally.

In the long run:

School of tomorrow will be contributing to create an inclusive school for all kind of students. The people involved in this project will share their skills and knowledge in their networks. Teachers and school developers will benefit from the knowledge gathered in this project.



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
941364243	ANTHROPOLIS ANTROPOLOGIAI KOZHASZNUEGYESULET	Hungary
914429283	I.C. Carini Calderone - Torretta	Italy
946680134	PLATON M.E.P.E	Greece
999887059	UNIVERSITA TA MALTA	Malta
968632301	SJU HARADS KOMMUNALFORBUND	Sweden
940898643	Liverpool World Centre	United Kingdom
Total number of participating organisations		6



J.2. Budget Summary

PIC of Organisation	Country of the Organisation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
			Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel			
941364243	Hungary		1650.00	5088.00					6738.00
914429283	Italy		2730.00	7632.00					10362.00
946680134	Greece		1820.00	5088.00					6908.00
999887059	Malta		1090.00	2544.00					3634.00
968632301	Sweden		1990.00	5088.00					7078.00
940898643	United Kingdom		2540.00	5088.00					7628.00
Total			11820.00	30528.00					42348.00
Project Management and Implementation									42000.00

J.2.1. Project Total Grant

Grant Calculated	84348.00
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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.
 - ☐ the timeline for the project activities and outputs using the template provided.
- ☐ all participating organisations/groups 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 EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (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. Once signed it must be scanned and annexed to this application form.

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

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- 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:



- 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):



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)
SOT-mandate-GR_compressed.pdf	1041
SOT-mandate-SE_compressed.pdf	1061
SOT-mandate-UK_compressed.pdf	1024
SOT-mandate-IT_compressed.pdf	1143
SOT-mandate-MT.pdf	1899
SOTcall2018timetable.pdf	336
Declaration-of-honour_Anthropolis-SOT_signed_compressed.pdf	664
Total Size (up to a maximum of 10 240 kB)	7168

**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

1474463

Submission date (Brussels, Belgium Time)

2018-03-20 19:47:19

Hash code

84A49E70DB20F6B6

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	2018-03-20 19:47:19 (Brussels, Belgium Time)	84A49E70DB20F6B6	YES	Your submission was successful. Submission ID: 1474463

O.5. Form Printing

Print the entire form