

**LIFELONG LEARNING PROGRAMME
COMENIUS**
Application form 2013 for
Comenius Regio Partnerships

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

Programme	Lifelong Learning Programme
Sub-Programme	COMENIUS
Call for Proposals	LLP Call for Proposals 2013
Action	COMENIUS REGIO PARTNERSHIPS
Deadline	21.02.2013
National Agency of the coordinating region	FI1 Finland

Project title	EXCHANGING AND DEVELOPMENT OF WORKING PROTOCOLS TO IMPROVE THE USE OF ICT AT SCHOOLS AND THE LOCAL AREA IN OUR TWO REGIONS.
Project acronym	ICT IN USE
Working language of the partnership	EN - English
Number of participating regions	2
Total number of local partners (both regions)	<u>FINLAND</u> : CITY OF AKA – CITY OF VALKEAKOSKI- 5 SCHOOLS – ICT-Center <u>SPAIN</u> : 1 ASSOCIATION OF MUNICIPALITIES-5 SCHOOLS-1 PARENTS´ ASSOCIATION-1TEACHER TRAINIG CENTER

Name of the applicant institution in the coordinating region	AKAAN KAUPUNKI – CITY OF AKA PIRKANMAA-LÄNSI-SUOMI - FINLAND
Name of the applicant institution in the partner region	MANCOMUNIDAD DE LA SAGRA BAJA (ASSOCIATION OF MUNICIPALITIES) TOLEDO-SPAIN

General information

Before completing this form, please read the relevant sections in the **Lifelong Learning Programme Guide** and the **2013 Call for Proposals** published by the European Commission. Please consult also the website of your National Agency, which contains additional information on closing dates and National Agency addresses to which the application must be sent. A link to the European Call for Proposals, the Programme Guide and further information such as **Frequently Asked Questions** can be found on the Lifelong Learning Programme website:

http://ec.europa.eu/education/comenius/doc854_en.htm

Comenius Regio Partnerships consist of two partner regions, one of which acts as a "coordinator" for the project. The role of the coordinating region (Partner region 1) is purely administrative; both partner regions have the same rights and obligations with the partnership. In each partner region, the relevant authority is asked to involve at least one school and one other organisation in the project. The other organisation should make a significant contribution to the aims of the project. Only the authority has to sign and submit the grant application on behalf of its region. It manages the project in its region.¹

This application form should be completed by the **relevant authority in the coordinating region (Partner region 1)** of the proposed Comenius Regio Partnership, in close cooperation with the partner region (Partner region 2). It shall give full details of the Partnership including the details of all partners (regional/ local authorities and regional/ local partners), all planned mobilities and the grant requests for both partner regions. The coordinating region (Partner region 1) must send a copy of the completed form to the relevant authority in the partner region (Partner region 2). The authorities in both partner regions complete and sign the declaration and fill the information on the cover page of their individual copies. They submit their copy to their National Agencies by **21 February 2013 (date as postmark)** attaching **letters of intent from each of the organisations participating in their region**. The partner region must not change any of the information contained in the form completed by the coordinating region; all copies must be identical except for the Declaration. Please note that the form should be completed well in advance before the deadline so that both participating regions are able to post its copy of the application on time.

Please note that each National Agency may request applicants to submit additional information in support of a Partnership application. **Each partner region should check the details of the application procedure on the website of its National Agency before submitting the form.**

¹ At application stage only the relevant authority signs the application form. The regional/ local partners involved in the project will have to sign a letter of intent in which they express their intention to participate in the project.

CHECKLIST

Before submitting the application, please make sure that it fulfils the requirements listed below.

- [NAs which require electronic submission (online or offline / email) should indicate such requirements here.]
- The application has been submitted by the applicant institution on the 21 February 2013 at the latest (postmark date).
- The application has been submitted using the correct application form.
- The application has been submitted according to the instructions published by the National Agency.
- The form is not hand written (except for the Declaration).
- The form has been completed in full.
- The form has been completed using one of the official languages of the EU.
- Part E (Requested funding) includes the Partnership type or the grant amount requested by the applicant institution for mobilities.
- Part E (Requested funding) includes a budget for additional project costs or states that no grant for additional project costs is requested.
- The partnership consists of two regions, each one located in one of the countries participating in the Lifelong Learning programme.
- At least one participating region is located in a Member State of the European Union at the starting date of the Partnership.
- Each applicant institution is eligible to receive funding from this National Agency to participate in a Comenius Regio Partnership.
- In each partner region, at least one school and one other organisation will be involved in activities (in addition to the applying local or regional authority).
- At least one of the schools involved in the Comenius Regio Partnerships in each applicant region is eligible in Comenius School Partnerships.
- The form has been signed by the legal representative of the applicant institution or a person duly authorised by the legal representative. Please note that in both regions (the coordinating region and the partner region) the applicant institution is the local or regional authority with a role in school education.
- Letters of intent from all organisations participating in the respective partner region have been attached to the signed copy submitted to the National Agency.
- Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned. (exclusion criterion)
- The application includes a grant request in euros.

A. Applicant and other organisation data

A.1 – Organisation

Role in the Project	COORDINATING REGION		
Legal Name	AKAAN KAUPUNKI		
- in Latin characters	AKAAN KAUPUNKI		
Acronym – if applicable			
National ID Number – if applicable			
Official address	PL 34		
Postal code	37801	Town	AKAA
Country	FINLAND	Region	PIRKANMAA/Länsi-Suomi
Website	http://www.aka.fi		
National Agency	FI1		

A.2 – Legal representative

Name	Mr	Mrs/Ms	TUOKKO	First Name	HEIKKI
Position	DIRECTOR OF EDUCATION AND CULTURE				
Official address	- if not the same as above -				
Postal code		Town	AKAA		
Country	Finland	Region	PIRKANMAA/Länsi-Suomi		
Telephone 1	+358403353377		Telephone 2		
E-mail	heikki.tuokko@aka.fi		Fax		

A.3 - Contact person

Name	Mr	Mrs/Ms	SALOVAARA	First name	KAIJA-LEENA
Department	Viialan keskustan koulu				
Position	principal				
Official address	Hirvialhonkatu 24				
Postal code	37830	Town	Akaa		
Country	Finland	Region	PIRKANMAA/Länsi-Suomi		
Telephone 1	+358403353350		Telephone 2		
E-mail	kaija-leena.salovaara@aka.fi		Fax		

B. Organisation and activities

B.1 Structure

Geographical scope (region, municipality, etc)	City of Akaa is located in Western Finland , in a region called Southern Pirkanmaa.
Organisation type	PUB-LOC – Public authority (local)

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

Akaa is a city, which is located in Pirkanmaa. The city is home to some 17 000 people, and the sub-region due to strong migration, population is growing rapidly. Akaa covers an area of 314.38 km², of which 21.24 km² is water.

The City of Akaa was born when Toijalan city and municipality of Viiala united in 2007 and in the beginning of 2011 joined also the municipality of Kylmäkoski.

The administrative center of Akaa and the City Hall are in Toijala and there are municipal agency services also in Viiala village. There are two railway stations: Toijala railway station and railway station in Viiala. The distance of these two villages is 8 km.

In Akaa there is one Upper Secondary School, two Secondary Schools and eight primary Schools, where there are preschools included. There are also day aftercare in the primaries for pupils from preschool to second grade.

As our city is so young we have a lot of challenges in finding common models and consistency in the development. This concerns also the education and cultural cooperation inside our city.

During the last years we have created a common ICT strategy for our schools also there is a ICT – team which made a research of the skills and needs of ICT learning and teaching among teachers. Based on this research we have made the ICT – strategy for the schools to follow.

Through this project we have the possibility to share and get good ideas on ICT learning/teaching both on this region and abroad.

Please describe the role of your organisation in the project

The role of The City Akaa in the project is to strengthen the cooperation between partners and region involved. Coordinate this project together with Viialan keskustan koulu. Our school have strong traditions of international cooperation projects, which have been founded by both EU and the National Board of Education in Finland.

B.3 Other European Union grants

Details of projects in which your organisation has participated with the financial support of the European Union and which were related to education and training

Year	Programme	Agreement number	Project title

Is the regions involvement result of a contact seminar or preparatory visit?	<input checked="" type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar	Agreement number: 2012-1-FI1-COM09-11023
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A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to coordinating region/ Partner region 1
Legal Name	VIIALAN KESKUSTAN KOULU			
- in Latin characters	VIIALAN KESKUSTAN KOULU			
Acronym – if applicable				
National ID Number – if applicable				
Official address	Hirvialhonkatu 24			
Postal code	37830	Town	Akaa	
Country	Finland	Region	PIRKANMAA/Länsi-Suomi	
Website	http://www.aka.fi/lapset_ja_nuoret/koulut/keskustan_koulu/			

A.2 – Legal representative

Name		Mrs/Ms	SALOVAARA	First Name	Kaija-Leena
Position	principal				
Official address	- if not the same as above -				
Postal code	37830	Town	Akaa		
Country	Finland	Region	PIRKANMAA/Länsi-Suomi		
Telephone 1	+358403353350	Telephone 2			
E-mail	kaija-leena.salovaara@aka.fi	Fax			

A.3 - Contact person

Name		Mrs/Ms	VEDENPÄÄ	First name	Laura
Department	Viialan keskustan koulu				
Position	teacher				
Official address	- if not the same as above -				
Postal code	37830	Town	Akaa		
Country	Finland	Region	PIRKANMAA/Länsi-Suomi		
Telephone 1	+358405792097	Telephone 2			
E-mail	laura.vedenpaa@aka.fi	Fax			

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	x	Private	
Organisation type	<i>EDU-SCHPrm – primary school</i>						
Number of pupils	460						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

Viialan keskustan koulu is a public primary school, located in municipality of Akaa in Southern Finland. We have classes from pre-school to 6th grade, children aged 5 – 13. In our school there are more than 50 children having special needs or learning disabilities, integrated in basic classes. We have also day care for preschool children and after school day care for the 1st and the 2nd graders. The number of pupils is around 460. At the moment we have 28 teachers, of whom three are the teachers for the pupils having special needs, one is a so called 'resource teacher' and one is our Comenius assistant teacher from Austria. We also have 17 school assistants in our school.

In our curriculum the main issues we put emphasis on are multicultural education, sustainable development, specially the cultural sustainability and the pedagogical use of ICT through the curriculum. We find this kind of projects and partnerships the best way to learn from one another from face to face how similar we are all over Europe. We learn to understand and respect cultural differences, find new ways of working, learning and teaching.

We want also co-operation among teachers from different countries. This kind of project is also a very good way to strengthen cooperation between teachers, parents and the children in our own school.

The staff in our school is very motivated in their job and to create teaching and new methods of education and the atmosphere among the staff is very good and open.

In our school we are strongly developing our ICT strategy. It includes all sides, the hardware, software, pedagogical use of ICT and to build the strategy for pupils ICT skills in learning, teach critical attitude to the internet and information on copyright.

The amount of the computers and information technical equipment level is very limited and the amount of student machines is significantly less than the national recommendations. Our aim is during the project design and implement schools own ICT – strategy.

Our aim is to get knowledge and experience of using ICT in school and with different kind of learners, specially with pupils with learning disabilities, change ideas of pedagogical applications in different surroundings.

We also want to strengthen and unify the information and communication culture in schools on this area. An important part is to create a regional ICT curriculum as the new national curriculum work begins in 2014.

Please describe the role of your organisation in the project

Our school has served as a catalyst for the project, put together the partners involved in the project from both partner countries, Finland and Spain. Planning for the project started after our principals Comenius study visit in Toledo in the spring of 2012.

We have been involved in several international projects and been coordinating multilateral Comenius-project, so we have a good experience of coordinating.

Our task is to coordinate this project here in Finland and between the involved regions, follow and evaluate the progress of the project plan and propose changes if needed with all the partners involved. As a coordinator we will arrange educational meetings and seminars, in-service training courses teacher exchange and diverse exchange of methods and materials in education.

We are as a school interested to learn more about different models of teacher's ICT education and make standards for qualified ICT education based on the needs of individual skills.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title
2005	Comenius	07-FIN01 CO06-00173-3	A healthier - happier child
2008	Comenius	2008-1-GR1-COM06-00123 6	Sailing in Time and Places

If more than one school in your region is involved in the project, please copy & paste the relevant sections of the form.

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to coordinating region/ Partner region 1
Legal Name	Roukon koulu			
- in Latin characters	Roukon koulu			
Acronym – if applicable				
National ID Number – if applicable				
Official address	Painontie 19			
Postal code	37630	Town	Valkeakoski	
Country	FINLAND	Region	PIRKANMAA/Länsi-Suomi	
Website	http://www.valkeakoski.fi/portal/suomi/opetus_ja_koulutus/perusopetus/roukon_koulu/			

A.2 – Legal representative

Name	MR	Ojala	First Name	Jorma
Position	PRINCIPAL			
Official address	- if not the same as above -			
Postal code		Town		
Country		Region		
Telephone 1	+358 40 335 6299		Telephone 2	
E-mail	jorma.ojala@valkeakoski.fi		Fax	

A.3 - Contact person

Name	MR	Ojala	First name	Jorma
Department	Roukon koulu			
Position	Principal			
Official address	- if not the same as above – all same as above			
Postal code		Town		
Country		Region		
Telephone 1		Telephone 2		

E-mail		Fax	
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B. Organisation and activities

B.1 Structure

Profit		Non-profit	x	Public	x	Private	
Organisation type	- EDU-SCHPrm – primary school						
Number of pupils	460						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

Roukko school is located in the city of Valkeakoski in Southern Finland. It is a primary school for children 7-12-year-old. There is sufficient amount of ITC technology in our school and the equipment had purchased systematically over the past few years. In addition, the pupils of all grades, 1-6, can use a digital learning environment both at school and at home. Despite of that, there is not enough know-how to take advantage of all the opportunities of technology in teaching practice. The level of the teachers` ITC competence is various. This challenge has approached by establishing the ITC strategy in Valkeakoski during the autumn 2012.

Please describe the role of your organisation in the project

The aim of the project in our school is to develop ITC competence of the teachers. This includes the use of software for school administration and the diverse use of the electronic media in communication with parents and between the personnel. The purpose is also to create common practice for utilizing the ITC and social media and to increase abilities to apply audiovisual media (computer, document camera, data projector, smart board, camera, video camera etc.) and audiovisual educational material in teaching. The goal of activity during this project is that everyone of the teachers is able to operate the ITC technology at schoolwork.

Further, the aim of the project concerning pupils is to improve their ITC skills in everyday situations, especially as a medium in learning. The pupils should learn to benefit the many possibilities of the ITC and use it in different subjects and school projects.

We pursue to unify the ITC practices of the schools in the same district and create visions and prospects for the future development and possibilities of the fast evolving technology of ITC. This co-operation includes the cities of Akaa and Valkeakoski. Our interest is also to participate in international collaboration and to share knowledge of our own and learn from innovations of the others.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to coordinating region/ Partner region 1
Legal Name	PAPPILAN KOULU			
- in Latin characters	PAPPILAN KOULU			
Acronym – if applicable				
National ID Number – if applicable				
Official address	SAVIKONTIE 2-6			
Postal code	37800	Town	AKAA	
Country	FINLAND	Region	PIRKANMAA/Länsi-Suomi	
Website	http://www.aka.fi/lapset_ja_nuoret/koulut/pappilan_koulu/			

A.2 – Legal representative

Name	Mr	LUUKKANEN	First Name	MIKA
Position	PRINCIPAL			
Official address	- if not the same as above -			
Postal code		Town		
Country		Region		
Telephone 1	+358403353317		Telephone 2	
E-mail	mika.luukkanen@aka.fi		Fax	

A.3 - Contact person

Name	Mr	LUUKKANEN	First name	MIKA
Department	Pappilan koulu / PRIMARY SCHOOL			
Position	PRINCIPAL			
Official address	- if not the same as above -			
Postal code		Town		
Country		Region		
Telephone 1		Telephone 2		
E-mail		Fax		

B. Organisation and activities

B.1 Structure

Profit		Non-profit	x	Public	x	Private	
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Organisation type	<i>EDU-SCHPrm – primary school</i>
Number of pupils	200

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

PAPPILAN KOULU is located in the town of Akaa. We have preschool and primary school education for children between 6-12 years with 200 students and 20 staff members.

Our main goal in ICT is to improve the quality of education and make the ICT as a normal way of teaching and learning. We also have to improve the ICT skills of children themselves because the future world where they are going to learn and work is full of electronic equipment and different types of software.

The pupils are very heterogeneous because of their background and family relationships. Our teachers are very interested on improving their skills in ICT also as a possibility to contact other schools in Europe.

Please describe the role of your organisation in the project

Our school is ready for this project and we will be participating well and accurate with other schools involving this project. We will participate in periodicals project meetings, training sessions established, staff exchanges and other general tasks of the project.

This project will be our first Comenius-project in our school, so we need also help from the other schools that have already some experience of working in Comenius-projects.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL	Linked to coordinating region/ Partner region 1
Legal Name	Toijalan yhteiskoulu – Secondary School	
- in Latin characters	Toijalan yhteiskoulu	
Acronym – if applicable		
National ID Number – if applicable		

Official address	KURISJÄRVENTIE 18		
Postal code	37800	Town	AKAA
Country	FINLAND	Region	PIRKANMAA/Länsi-Suomi
Website	http://www.aka.fi/lapset_ja_nuoret/koulut/		

A.2 – Legal representative

Name	MR	Oksa	First Name	Jukka
Position	PRINCIPAL			
Official address	- if not the same as above -			
Postal code		Town		
Country		Region		
Telephone 1		Telephone 2		
E-mail	jukka.oksa@aka.fi		Fax	

A.3 - Contact person

Name	MR	Oksa	First name	Jukka
Department	Toijalan yhteiskoulu			
Position	Principal			
Official address	- if not the same as above – all same as above			
Postal code		Town		
Country		Region		
Telephone 1		Telephone 2		
E-mail		Fax		

B. Organisation and activities

B.1 Structure

Profit		Non-profit	x	Public	x	Private	
Organisation type	- EDU-SCHSec – General secondary school						
Number of pupils	340						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

Toijalan Yhteiskoulu is a Secondary School with 340 students aged from 13 to 16, grades 7 to 9 and 33 teachers. Our school is located in Toijala village.

Our school has just been renovated and we have access to modern ICT technology. At the moment, the challenge is how teachers and students can take advantage of ICT tools for learning as much as possible.

Teachers and pupils are very different levels of ability. Everyone should have some kind of basic skills in a variety of ICT tools. Teachers are, however, in particular class of devices, such as the active table, pedagogical exploitation. Also, for example, the Internet, social media and a variety of learning environments (Moodle) will be limited.

The students are pretty well-equipped with ICT . Almost everyone has access to a computer and Internet use at home, and most also have access to a mobile device (phone), which allows the Internet and social media use on the go.

Our school is on an open wireless network, which is also the students' use.

Please describe the role of your organisation in the project

The aim is that teachers learn to make full use of the equipment is pedagogically and be able to utilize social media in teaching. The aim is that the end of the project also learning management systems are still in use.

The aim is that the students learn to use their own mobile features specifically for the learning disabled. Further, the aim is that the students learn to make use of social media (eg Facebook, blogs) and learn at the same time media criticism. It will also seek to address bullying on the Internet.

The school offers training for teachers in the project within the framework of the pedagogical use of equipment. Activate students to use social media such as blogs.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to coordinating region/ Partner region 1
Legal Name	UPPER SECONDARY SCHOOL IN AKA- Akaan lukio			
- in Latin characters	UPPER SECONDARY SCHOOL IN AKA			
Acronym – if applicable				
National ID Number – if applicable				
Official address	KURISJÄRVENTIE 18			
Postal code	37800	Town	AKAA	
Country	FINLAND	Region	PIRKANMAA	
Website	http://www.aka.fi/lapset_ja_nuoret/koulut/akaan-lukio/			

A.2 – Legal representative

Name		Mrs	RONKAINEN	First Name	TUOVI
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+358403353302			Telephone 2	
E-mail	tuovi.ronkaine(at)aka.fi			Fax	

A.3 - Contact person

Name		Mrs	RONKAINEN	First name	TUOVI
Department	UPPER SECONDARY SCHOOL				
Position	PRINCIPAL				
Official address	- if not the same as above – all same as above				
Postal code		Town			
Country		Region			
Telephone 1		Telephone 2			
E-mail		Fax			

B. Organisation and activities

B.1 Structure

Profit		Non-profit	x	Public	x	Private	
Organisation type	- UPPER SECONDARY SCHOOL , EDU-SCHSec – General secondary school						
Number of pupils	206						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

UPPER SECONDARY SCHOOL OF AKAA TOWN is located in southern Finland, near Tampere. Our students are from 16 to 19 years old. We have 206 students and 16 teachers.

Upper Secondary School of Akaa was born 2010, when Upper Secondary School of Toijala and Upper Secondary School of Viiala were united in their administration. They are still working in different places, although the distance between them is only 10 km. That is why, we use many kinds of modern technology, most important ICT, to keep part of the lessons together. There is only one headmaster, who is present only two or three days a week in each places. That is why, teachers and students have learned to use social media and other ways to keep in contact and to inform. Our school is used to change and modify it's work.

We pay lots of attention to take care of the students. That means following their approval in studies but also their social and mental welfare. Sense of community has a big role.

Most important for us is, that our students will achieve new 21th Century Skills. All new students coming to our school next autumn will get their personal iPads. Teachers will get their iPads in February 2013 and their education has already started. Our school is active to take part in different ICT- projects to get new ideas. We have already lots of experience to say what are the best ways to work with ICT. In classrooms we have interactive whiteboards, courses of different subjects are also available in digital platform Moodle and we have used colleague coach and key projects to learn more. Also specialists have taken part in lessons by Adobe Connect Pro.

Please describe the role of your organisation in the project

Our school has an own ICT strategy and a plan of action and me, as a principal, have been doing the provincial ICT-strategy to the second level education (=upper secondary schools and vocational schools). Role of the ICT strategy as well as the plan of action is often underestimated but they have a big role if we want effectively develop ICT-use. We want to disseminate this idea to other schools in meetings, staff exchanges and use ICT in co-operation. We are also interested to use virtual world like Second Life, to keep good contact between or after or before meetings. All the results got from the project should be published under Creative Commons licence.

We are also interested to learn more about different models of teacher's ICT education and make standards for qualified ICT education based on the needs of individual skills.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title
2009-2012	Comenius	2009-1-FI1-COM09-0212	Astronomy-a European Adventure
2011	Nordplus	not known	It is a Joy to Study -in Upper Secondary School of Toijala before the two schools were united
2000-2009	two Comenius	not known	in Upper Secondary School of Viiala before the two schools were united

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION			Linked to coordinating region/ Partner region 1
Legal Name	VALKEAKOSKEN KAUPUNKI			
- in Latin characters	VALKEAKOSKEN KAUPUNKI			
Acronym – if applicable				
National ID Number – if applicable				
Official address	Sääksmäentie 2, PL 20			
Postal code	37601	Town	Valkeakoski	
Country	Finland	Region	PIRKANMAA/Länsi-Suomi	
Website	http://www.valkeakoski.fi			

A.2 – Legal representative

Name	Mr	Riikonen	First Name	Jorma
Position	Director of Education			
Official address	- if not the same as above -			
Postal code		Town	Valkeakoski	
Country	Finland	Region	PIRKANMAA/Länsi-Suomi	
Telephone 1	+358403356200	Telephone 2		
E-mail	jorma.riikonen@valkeakoski.fi	Fax		

A.3 - Contact person

Name	Mr	Riikonen	First name	Jorma
Department	Department of Education			
Position	Director of Education			
Official address	- if not the same as above -			
Postal code		Town	Valkeakoski	
Country		Region	PIRKANMAA/Länsi-Suomi	
Telephone 1	+358403356200	Telephone 2		
E-mail	jorma.riikonen@valkeakoski.fi	Fax		

B. Organisation and activities

B.1 Structure

Profit		Non-profit	x	Public	x	Private	
Organisation type	PUB-LOC – Public authority (local)						
Number of staff	414						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

In recent years the City of Valkeakoski has put remarkable efforts to develop the use of ICT in multiple areas such as day care, schools, juveniles and adult education. The special interests has been 1) recording learning situations in high school to be used afterwards, 2) opportunities of personal devices in high school studies, 3) ICT possibilities in science learning in elementary schools, 4) ICT connections with families, 5) ICT learning environments used after school day at home and 6) ICT as a tool of management in day care and education.

Please describe the role of your organisation in the project

The City of Valkeakoski is responsible of ICT infrastructure in Etelä-Pirkanmaa region which contains Akaa, Urjala and Valkeakoski municipalities. Educational co-operation is also made with other neighbouring municipalities.

The role of Valkeakoski is an active member of project and a manager of ICT-technology in the region of Etelä-Pirkanmaa.

The project activities planned by us are educational meetings and seminars, in-service training courses arranged through the net, teacher exchange and diverse exchange of methods and materials in education.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

If more than one other organisation in your region is involved in the project, please copy & paste the relevant sections of the form.

Role in the Project	LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION		Linked to coordinating region/ Partner region 1
Legal Name	City Of Valkeakoski/ ICT department		
- in Latin characters			
Acronym – if applicable			
National ID Number – if applicable			
Official address	Sääksmäentie 2 (PO Box 20)		
Postal code	FI-37601	Town	Valkeakoski
Country	Finland	Region	PIRKANMAA/Länsi-Suomi
Website	http://www.valkeakoski.fi		

A.2 – Legal representative

Name	Mr	Salakka	First Name	Markku
Position	Chief Information Officer			
Official address	- same as above -			
Postal code		Town		
Country		Region	PIRKANMAA/Länsi-Suomi	
Telephone 1	+358 40 335 6030		Telephone 2	
E-mail	markku.salakka@valkeakoski.fi		Fax	

A.3 - Contact person

Name	Mr	Pietinen	First name	Reijo
Department	ICT department			
Position	Lead ICT designer			
Official address	- same as above -			
Postal code		Town		
Country		Region	PIRKANMAA/Länsi-Suomi	
Telephone 1	+358 40 335 6026		Telephone 2	
E-mail	reijo.pietinen@valkeakoski.fi		Fax	

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	<i>Local government/ municipal</i>						
Number of staff	1 400						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

ICT department is regionally responsible for the information systems (Etelä-Pirkanmaa region: Akaa, Urjala and Valkeakoski).

ICT department's task is to communicate, produce, maintain and develop the information technology and related services. Services, which comprise, among others design, consulting, procurement, system maintenance and other support services

Information management responsibilities include information systems, but also telephone and call forwarding, as well as print-related solutions.

Please describe the role of your organisation in the project

ICT department provide technical assistance to pedagogic persons engaged in the project.

Information management is responsible during the project to design and implement in cooperation with all operators, to find active and cost-effective solutions for IT based teaching and learning at schools.

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B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

If more than one other organisation in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

Role in the Project	PARTNER REGION 2		
Legal Name	MANCOMUNIDAD DE LA SAGRA BAJA (ASSOCIATION OF MUNICIPALITIES)- TOLEDO-SPAIN		
- in Latin characters	MANCOMUNIDAD DE LA SAGRA BAJA (ASSOCIATION OF MUNICIPALITIES)- TOLEDO-SPAIN		
Acronym – if applicable			
National ID Number – if applicable	P4500002C		
Official address	PLAZA MAYOR 1		
Postal code	45260	Town	VILLASECA DE LA SAGRA
Country	SPAIN	Region	CASTILLA LA MANCHA
Website	http://		
National Agency	ES1		

A.2 – Legal representative

Name	Mr	Mrs/Ms	JESÚS	First Name	HIJOSA LUCAS
Position	PRESIDENT OF MANCOMUNIDAD DE LA SAGRA BAJA (ASSOCIATION OF MUNICIPALITIES)				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 617354012		Telephone 2	+0034 670816416	
E-mail	jesus.hijosa@hotmail.com		Fax		

A.3 Contact person

Name	Mr	Mrs/Ms	VERÓNICA	First name	CUELLAR PINTO
Department	CULTURE AND EDUCATION				
Position	CULTURE AND EDUCATION REPRESENTATIVE OF THE MUNICIPALITY OF ALAMEDA DE LA SAGRA				
Official address	PLAZA ESPAÑA 1				
Postal code	45240	Town	ALAMEDA DE LA SAGRA		
Country	SPAIN	Region	CASTILLA LA MANCHA		
Telephone 1	+0034 925 500181		Telephone 2		
E-mail	cultura@alamedadelasagra.com		Fax	+0034 925 500181	

B. Organisation and activities

B.1 Structure

Geographical scope (region, municipality, etc)	<p>Castilla la Mancha is located in the centre of Spain. With an area of 79225 km² and a population of 2,115,334 inhabitants The region is made up of five provinces (Albacete, Ciudad Real, Cuenca, Guadalajara and Toledo). There are five provincial capitals and both provinces and capitals share their name. Toledo, one of the capitals, is located 70 km from Madrid.</p> <p>The institutions participating in the project are found in the MANCOMUNIDAD DE LA SAGRA BAJA (ASSOCIATION OF MUNICIPALITIES)-. The "Mancomunidad de la Sagra Baja (association of municipalities)" is formed by 9 small villages which are located in the northwest of Toledo province. They are located between Madrid and the city of Toledo – approximately 20 or 30 km away from the latter. These villages join efforts to accomplish different aims. This association of municipalities has 27500 inhabitants in an area of 620 Km². The number of schools in the area is 9 Infant and Primary schools and two high schools. The number of students is about to 2800.</p>
Organisation type	- PUB-LOC – Public authority (local)

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

The "Mancomunidad de la Sagra Baja (association of municipalities)" is an organism which depends on the "Diputacion of Toledo" a regional Institution. It is the responsible for coordinating several joint actions among the integrated villages.

Management of basic services to the population such as water, Withdrawal of residues...

Social Services coordination.

Shared socio-educative actions

Coordination of the emergency services.

Establishment of working lines coordinated with the schools.

At a second level, the nine local governments which form the "Mancomunidad de la Sagra Baja (association of municipalities)" have an educative function because it is in charge of the school maintenance, it develops educative programs for adults, it promotes the citizens' involvement at schools, it participates in the development of cultural and educative actions not only with students but also with families after school time. Moreover, it is actively involved in different activities at schools. Every village has a local representative who takes part in the organs of government at schools.

The municipalities have an extra educational offer to improve the school's educational offer. Complementary activities include different areas such as social, cultural, environmental areas... Activities like recycling actions, domestic or genre violence, intercultural activities, activities to avoid school absenteeism, activities to promote habits of work... Taking part in these kind of activities makes someone improve the knowledge of different aspects about our cultural and social reality.

About the Project we want to carry out, the different local entities have promoted the use of ICT in our educational centers, as well as they have supported schools economically providing them with technological resources.

Our "Mancomunidad de la Sagra Baja (association of municipalities)" has no doubt that education is not something that is exclusively attended at schools. It is known that there is a necessity of an integral education which has to be adapted to the changes produced in the labor market as well as the incorporation of TIC in the classrooms. Our "Mancomunidad de la Sagra Baja (association of municipalities)" through a representative of municipality, is working to promote the use of them in the educational centers in this area.

Please describe the role of your organisation in the project

The "Mancomunidad de la Sagra Baja (association of municipalities)" as responsible public administration of local politics, always has in mind at any time the changes that are occurring in education in recent years with the introduction of ICT and the increasing need to provide digital tools to promote better integration of our students in the future European labor market.

The entity will participate as a partner in all the tasks in the project. Coordination and monitoring of both the mobility activities and other proposals count with the advice and support of the "Mancomunidad de la Sagra Baja (association of municipalities)". It will facilitate appropriate support at each stage of the project as needed, for example, coordinate working groups or during the stay in Toledo of the Finnish partners, coordinate visits to schools, organizing local transport, hire experts or another type of tasks related to any aspect of the partnership.

The "Mancomunidad de la Sagra Baja (association of municipalities)" along with other local partners, will ensure that there is a social and cultural program that complements the working visits of the Finnish delegation in Toledo.

It will provide the necessary means for the spreading of this activity in our region, encouraging their spreading in the forums and educational institutional organizations to ensure that proposals are taken advantage locally, regional and commonwealth. We also collaborate with the project coordinator in schools in report writing including reviewing budgets that have to be sent to the respective National Agencies.

Finally, from our point of view, the most important of this partnership is the fact which will establish the foundations for a stable relationship between the two regions through projects between schools and local authorities involved.

Being more specific, the "Mancomunidad de la Sagra Baja (association of municipalities)" through the Culture Representative of the City of Alameda de la Sagra, will coordinate the work of the entire project. This involves establishing communication mechanisms, organizing and planning meeting schedules, keep track and minutes of its meetings, develop with the help of partners monitoring reports and other tasks related to this role.

Also as a participating entity, we will exchange working models with the partner's local entities on education services of local authorities, the extracurricular program offer in relation to ICT, education legislation and local authorities, involvement and participation in school government bodies and other topics of interest, in order to make improvements in local actions in the field of ICT.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

Is the regions involvement result of a contact seminar or preparatory visit?	<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar	AGREEMENT NUMBER: 2012- 1-FI-COM09- 11023
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A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to Partner region 2
Legal Name	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. NUESTRA SEÑORA DE LA ASUNCIÓN			
- in Latin characters	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. NUESTRA SEÑORA DE LA ASUNCIÓN			
Acronym – if applicable				
National ID Number – if applicable	S4500357A			
Official address	C/ TOLEDO s/n			
Postal code	45240	Town	ALAMEDA DE LA SAGRA	
Country	ESPAÑA	Region	CASTILLA LA MANCHA	
Website	http://edu.jccm.es/cp/asuncion/			

A.2 – Legal representative

Name	Mr	Mrs/Ms	MARIANO	First Name	FERNANDEZ BLAZQUEZ
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 925 500515		Telephone 2		
E-mail	45000023.cp@edu.jccm.es		Fax	+0034 925 500515	

A.3 - Contact person

Name	Mr	Mrs/Ms	MARIANO	First name	FERNANDEZ BLAZQUEZ
Department	PRIMARY				
Position	PRINCIPAL				
Official address	C/ TOLEDO s/n				
Postal code	45240	Town	ALAMEDA DE LA SAGRA		
Country	SPAIN	Region	CASTILLA LA MANCHA		
Telephone 1	+0034 925 500515		Telephone 2		
E-mail	45000023.cp@edu.jccm.es		Fax	+0034 925 500515	

B. Organisation and activities

B.1 Structure

Profit		Non-profit	x	Public	x	Private	
Organisation type	EDU-SCHPrm – Primary school						
Number of pupils	370						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

NUESTRA SEÑORA DE LA ASUNCIÓN PRIMARY SCHOOL is located in the town of Alameda de la Sagra (Toledo). It is a Preschool and Primary Education school (3-12 years old children).

Among our educational principles appear: the improvement of coexistence by encouraging the participation of families and students, improving the educational quality of our school through a coordinated work and the promotion and development of innovation projects and improvement, coordination and cooperation between schools, educational institutions and other associations of the town and area and the incorporation of ICT in daily teaching practice.

The students of the center are very heterogeneous regarding their origins and cultures. Their level of motivation and effort is limited, with an obvious reduction of it along the students schooling. We also found that the students' basic competences level when they finish school is low and this should improve. This situation, corroborated in our coordination with our reference Institute has encouraged us to launch school projects that seek to improve this reality. Our school is not only a place where content is purely academic work but we seek a comprehensive training of our students.

Our center considers ICT as an element of improving the quality of education and as a basic tool in the teaching process. During the last years we have launched three innovative projects related to them (the digital radio, interactive whiteboards and the school magazine). Also in recent years we have received an award at the regional level by the incorporation of ICT in our teaching practice and a national award for the development of our website. This work has been supported by various training activities on ICT in which the entire teachers' staff has participated and by the gradual incorporation of different digital resources that allow us to count on all of our classrooms with PDI and other resources to develop the digital competence.

The entire teachers' staff is involved and supports this project.

Please describe the role of your organisation in the project

Our center, NUESTRA SEÑORA DE LA ASUNCIÓN PRIMARY SCHOOL, will perform the appropriate action to achieve the objectives detailed in the relevant section. The school management will seek to promote the participation of teachers, families and students in the project, being another member of the network of centers participating in our region.

We will participate in periodicals project meetings, training sessions established, staff exchanges, we will provide our faculty peer learning experiences in the surroundings centers and other general tasks of the project.

At a more specific level and after agreeing with the other participating institutions the work plan and the distribution of responsibilities, we will work on the development of the following aspects.

At a more specific level, we will be responsible for development and implementation, with the ideas of all the partners involved, of the digital platform for communication and exchange of information and experiences between regions and institutions. This platform will enable us to share ideas, difficulties, documents, programs, ICT activities that we develop in our centers in an organized way. We consider this section of vital importance because a proper exchange and communication system which is guarantee of success in our project.

We will also focus, in close collaboration with the Secondary School, in the development of identification of the basic indicators of ICT competence in different cycles and stages present in the participating centers, so as to ensure continuity in the development and work with ICT that we can identify key indicators and develop assessment tools related to the application of ICT in the classroom and center.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title
2003-2004	COMENIUS	04-ESP01-S2C01-05104-1	COMENIUS WEBSITE

If more than one school in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL		Linked to Partner region 2
Legal Name	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. NUESTRA SEÑORA DE LA SALUD		
- in Latin characters	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. NUESTRA SEÑORA DE LA SALUD		
Acronym – if applicable			
National ID Number – if applicable	S4500245H		
Official address	CAMINO DE TOLEDO, nº 5		
Postal code	45591	Town	YUNCLILLOS
Country	SPAIN	Region	CASTILLA-LA MANCHA
Website	http://welcometooureschool.blogspot.com		

A.2 – Legal representative

Name	Mr	Mrs/Ms	MISS MARÍA ISABEL	First Name	MADERO AGUADO
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 925 356107		Telephone 2		
E-mail	45004594.cp@edu.jccm.es		Fax	+0034 925 356107	

A.3 - Contact person

Name	Mr	Mrs/Ms	MISS MARÍA ISABEL	First name	MADERO
Department	ENGLISH				
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 925356107		Telephone 2	+0034 650126355	
E-mail	isbelmagu@hotmail.com		Fax	+0034 925356107	

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	EDU-SCHPrm – Primary school						
Number of pupils	106						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

We are a school located in a very small town in a rural area of Spain. The majority of our parents have been greatly affected by the current economic situation bearing in mind that many of them work in or for the construction industry. The remainder of them work in the agricultural industry, having smallholdings in the local area. Perhaps surprisingly, bearing in mind the size of the town, we have some immigrant children within the school, from both Poland and Morocco, who have integrated fully into village life in Spain.

Despite the size and economic situation of our school, the centre is very much aware of the importance and indeed necessity of using English as a foreign and global language. Thus the centre already has a bilingual project that has been running for the last four years.

This project consists of the teaching of English through other curriculum subjects such as Science and Arts and crafts, using the CLIL methodology. So, plurilingualism and multiculturalism form an integral part of both our ethos and our identity as a school.

Apart from our interest in the acquisition of foreign language in an integral way, we are also very determined in improving the digital competence within our staff, pupils and families as a means of communication, teaching and learning process and as a way to cope with a new reality which is part of our daily lives and routines.

Please describe the role of your organisation in the project

Our center will perform the appropriate action to achieve the objectives detailed in the relevant section. The school management will seek to promote the participation of teachers, families and students in the project, being another member of the network of centers participating in our region.

We will participate in periodicals project meetings, training sessions established, staff exchanges, we will provide our faculty peer learning experiences in the surroundings centers and other general tasks of the project.

At a more specific level and after agreeing with the other participating institutions the work plan and the distribution of responsibilities, we will work on the development of the following aspects.

CEIP. Ntra. Sra. De la Salud will designate a Secretary in order to gather information regarding meetings, workshops and events. Our school will be also in charge of the administration aspects such as the preparation of memories; firstly, a first draft will be created and then all information given during the meeting will be selected and collected in the memories to share with all member of the partnership.

Apart from that, and directly concerning the proper project work, a booklet summarizing the main ideas and activities of the project will be done, in both ways, paper and digital version, which will be provided to all participants and uploaded to the site or platform designed for this purpose.

Moreover, we will also point out the needs of our school (students, teachers, families and institutions) concerning the ICT use.

In the third place, we will organize a seminar in which the most relevant experiences, products and results will be taken into account and disseminate within all participants together with the cooperation of the CRPR in Spain.

Finally, whenever an official meeting takes place, we will be responsible of its management in all levels, from the pedagogical to the organizational aspects.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title
2006-2009	COMENIUS PARTNERSHIP	06-ESP01-S2C01-00770-1	TRADITIONAL CHILDREN GAMES FOR A UNITED EUROPE
2010-2012	COMENIUS PARTNERSHIP	2010-1-ES1-COM06-20420-1	COMENIUS FRIENDS OF THE EARTH: WE KNOW AND RESPECT EUROPEAN ECOSYSTEMS.

If more than one school in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to Partner region 2
Legal Name	INSTITUTO DE EDUCACIÓN SECUNDARIA I.E.S. SAN BLAS			
- in Latin characters	INSTITUTO DE EDUCACIÓN SECUNDARIA I.E.S. SAN BLAS			
Acronym – if applicable				
National ID Number – if applicable	S-4500087-D			
Official address	C/ Fernando de los Ríos, 2			
Postal code	45250	Town	Añover de Tajo	
Country	Spain	Region	Castilla la Mancha	
Website	http://www.edu.jccm.es/ies/sanblas/			

A.2 – Legal representative

Name	Mr	Mrs/Ms	Victor Manuel	First Name	Gutiérrez Martínez
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 925 506910			Telephone 2	
E-mail	45006049.ies@edu.jccm.es			Fax	+0034 925 506 910

A.3 - Contact person

Name	Mr	Mrs/Ms	Ana María	First name	Trigos Peral
Department	Mathematics				
Position	Teacher				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 660638533			Telephone 2	+0034 925506910
E-mail	amtrigos@gmail.com			Fax	+0034 925506754

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	EDU-SCHSec – General secondary school						
Number of pupils	460						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

IES San Blas is a medium-sized high school located in Añover de Tajo. Our students come from a primary school located in the same village and a primary school based in Alameda, a smaller village two miles away from Añover de Tajo.

The total amount of students we teach is of 450. They are distributed in three groups of 1st year students, five groups of 2nd year students, three groups of 3rd year students, three groups of 4th year students, two groups of pre-college students, and one group of students taking vocational education courses.

As for staff, we are 40 teachers, three caretakers and two secretaries. The centre is equipped with two computer rooms and two rooms for workshops, music and art teaching. Teachers also take their students to the theatre and to visit museums, and 4th year students are offered the possibility of making a trip during Easter holidays. The trip is organised by the school and their parents.

We strongly believe that education is the best tool we can offer students to achieve their personal and social development. One of our main aims is the preparation of students for university. We are proud that some of our students, who are interested in science, apply for the best universities in Madrid, and they are often accepted because of their preparation and qualifications. Some students are also prepared to work as secretaries or personal assistants. They are a valuable asset for many companies in our community, even though, because of the crisis, these are currently offering fewer jobs than in the past.

Our relationship with the mayor of Añover de Tajo and the two primary schools based in the village is excellent, and the school participates regularly in the activities they organise. We also take part in European programmes. For example, IES San Blas took part in a Comenius programme with schools from Bulgaria and Sweden and in a Leonardo Programme with schools based in the United Kingdom. One of our priorities is in fact to teach languages to students and to develop their digital competence. These are undoubtedly two basic features of education in any European country, and they are also found in IES San Blas.

Please describe the role of your organisation in the project

Our center will perform the appropriate action to achieve the objectives detailed in the relevant section. We will participate in periodicals project meetings, training sessions established, staff exchanges and other general tasks of the project.

At a more specific level and after agreeing with the other participating institutions the work plan and the distribution of responsibilities, we will work on the development of the following aspects.

Three main activities will be developed in IES San Blas High School: 1) Training teachers in the use of new technologies, 2) Training families in the use of new technologies, 3) Fostering communication between the schools taking part in the project and the families and the students through the use of new technologies.

1. Training teachers.

Aims:

Our aim is to make teachers and families realise that they must make use of new technologies since this is the era of computer sciences. More precisely, we aim at training them so they can master how to use new technologies and so be able to work in a virtual platform both as users and administrators.

We request a course to train teachers in the use of these digital platforms so that they can use them in their teaching of families. This course should be requested to the "Centro Regional de Formación" (Regional Training Centre) or to any officially recognised association. Both teachers interested in training families in the use of new technologies and teachers who want to become users of the virtual platform should take the course. With

the appropriate training, teachers will monitor the course taken by families, and they will do so with the use a specific tool: the virtual platform.

Development of the activity:

- The creation of a group of teachers (named Collaborative Group) who will train others in the following areas:
 - Design of websites.
 - Design of blogs and wikis to be used in the classroom.
 - Design of digital teaching material required in the update and administration of the website.
- Taking part in the courses offered by the education authority related to social Networks and their use as a teaching tool.
- Circulating information on the teaching material developed by the Collaborative Group among the different schools taking part in the Project.
- Making use of the digital resources of the "Instituto de Tecnologías Educativas del Ministerio de Educación Español" (Institute of Technological Teaching of the Spanish Ministry of Education) and making people know about the existence of such resources.
- The preparation of a brochure with information about the project, which should be handed in to the families.

2. Training families

Aims:

Our aim is to make families know about the existence of the digital platform Delphos Papas 2.0. This platform allows communication between the families and the school.

Getting to know and circulate information about social networks and their use as a tool for communication.

Getting to know the virtual platform of the project (websites, blogs and wikis) and making it a tool to integrate families in the teaching process.

Prevent students from accessing inappropriate online information. This will be achieved with an appropriate parental control.

Train a group of parents in the use of new technologies so that they can train other families.

Implement the use of the virtual platform as a tool of communication and constant training in at least 75% of the families.

Development of the activity:

- A dissemination campaign for the Project. (September 2013).
- Training course for families (January – April 2014). Those family trained in new technologies will start training other families from May or June 2014 onwards.

Aims of the course:

- To detect cases of bullying and to establish ways of avoiding and facing it.
- To know and make use of different relationships between families and teaching institutions.

Contents:

- Making use of new technologies.
- Students' relationships and coexistence at school.
- Bullying: guidelines for action and detection. Cyberbullying.
- Education for a democratic coexistence.
- Ways of communication between families and schools.

Activities for the training course for families:

- Digital platform. Families will be trained through a digital platform. They will access it as users and will find different documents that will allow a debate at meetings and conferences.
- Activities requiring attendance. To learn how to use the digital platform Papas 2.0
- Conferences and presentations. Contents will be conveyed through: 1) a presentation delivered by an expert (teacher, parent, staff from the city council, etc) 2) an informal debate in the digital platform.
- Evaluation of the previous three activities.

- Circulation of the platform developed by the project among the families of the participating schools.(January 2014)
- Establishing communication guidelines for the interaction between students and Spanish families and students and Finnish families through the digital platform of this project and the social network.
- Evaluation of the level of implementation in the use of digital platforms as a tool for communication between families and school. On October 2013, there will be an evaluation of the first steps in the implementation of digital communication between the families. On June 2014, there will be a more in-depth and final evaluation. In the course of the project, there will be a continuous assessment of the satisfaction of family in relation to their digital competence.

3. The promotion of a cultural exchange between students of both countries.

4. Circulation of the results achieved by the project.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title
2006-2008	COMENIUS SÓCRATES	06-ESP01-S2C01-00209-1	DIALOGUES OF COLOURS IN THE MULTICULTURAL EUROPE
2006-2008	PROYECTO LEONARDO	ES/07/LLP-Ldv/IVT/150157	PRACTICE PERIOD OF VOCATIONAL EDUCATION STUDENTS

If more than one school in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL		Linked to Partner region 2
Legal Name	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. CONDE DE MAYALDE		
- in Latin characters	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. CONDE DE MAYALDE		
Acronym – if applicable			
National ID Number – if applicable	S4500350F		
Official address	C/DOCTOR CARMENA VILLARTA 2		
Postal code	45250	Town	AÑOVER DE TAJO
Country	SPAIN	Region	CASTILLA LA MANCHA
Website	http://edu.jccm.es/cp.condedemayalde/index.php		

A.2 – Legal representative

Name	Mr	Mrs/Ms	SALVADOR	First Name	ARMENGOL SANCHEZ
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 925 506153		Telephone 2		
E-mail	45000023.cp@edu.jccm.es		Fax	+0034 925 555262	

A.3 - Contact person

Name	Mr	Mrs/Ms	SALVADOR	First name	ARMENGOL SANCHEZ
Department	PRIMARY				
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code	45250	Town	AÑOVER DE TAJO		
Country	SPAIN	Region	CASTILLA LA MANCHA		
Telephone 1	+0034 925 506153		Telephone 2		
E-mail	45000023.cp@edu.jccm.es		Fax	+0034 925 555262	

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	EDU-SCHPrm – Primary school						
Number of pupils	560						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

CEIP "Conde de Mayalde" is a school located in Añover de Tajo, province of Toledo. In this educational centre, we have Pre-school and Primary Education teaching (3-12 years).

This municipality is situated in the heart of an enclave called "Mancomunidad de la Sagra Baja (association of municipalities)" located at the meadows and Tajo riversides, with clearly-defined socio-cultural characteristics and continuous development, up to 3 years. In this way, being known the village and region thanks to the building industry and bricks production, it is also distinguished by an appreciable population increase until exceed 5.000 inhabitants. Even though, we can find immigrant people who come from Ukraine, Morocco, Pakistan, Nigeria, Colombia, Peru, Brazil, Russia, Ecuador, Romania among others.

Reality has changed recently due to many socio-economic factors of Spain and Europe, causing some changes in social and familiar habits, not only in the village, but also in our school.

In the education principles and the project philosophy, our school and village reflect aspects such as: the education improvement through the participation of all members of educational community, the promotion of education quality through the involvement in a project that improves the teaching quality, team work and cooperation as a way to establish links and updated activities of pedagogical innovation; and the use and development of ICT in the school life and educational processes as an adaptation to the Spanish and European society.

Our pupils are really heterogeneous, from many different origins, including more than 7 nationalities. They're students with a middle-low level according to the last reports of our Regional Government and they're also characterized by a very low motivational level in languages, sports and their daily educative tasks.

This academic information is supported by the team work motivation, cultural activities and ICT. That's the reason why we'll try to promote activities together with different school centers or institutions in order to improve the use of ICT and as a source of personal and community development that motivates their study skills.

Our school considers really important the use of ICT in pupils' future, so that this is developed through activities with interactive whiteboards, a school radio and magazine, and the work with computers in some classes to reinforce personal ICT work. Moreover, we have some teachers who make an appropriate, formative, meaningful and motivating use of ICT in their classes, especially with pupils from third Primary cycle.

The teaching staff and the school board agree with this project, so they support it.

Please describe the role of your organisation in the project

We will participate in the different meetings and project coordination trying to develop the introduction and suitable use of ICT in our region. At a specific level, we'll try to offer to our teachers formation work, activities and experiences with ICT, as well as criteria and detailed analysis of their use, which will make easier the practical and appropriate access to ICT. We'll also establish different teaching work teams with Secondary and Post-Secondary School to make our families take part in this project. Our school will be responsible for working and investigating about the protocols, minimums required for quality and excellence in the use of ICT from all the educative members (pupils, teachers, families, Council, etc.), just like spread and share our results in communication platforms, achievements and investigations about ICT educative action. And as social and global objectives, our purpose is to make our students feel the involvement as active European citizens.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title
2000-2002	COMENIUS 1	01-ESP01-S2C01-00330-2	One day in my life

If more than one school in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER - SCHOOL			Linked to coordinating region/ Partner region 1
Legal Name	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. SANTA MARINA			
- in Latin characters	CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. SANTA MARINA			
Acronym – if applicable				
National ID Number – if applicable	S4500304C			
Official address	C/ ERMITA, 3			
Postal code	45280	Town	MAGÁN	
Country	SPAIN	Region	CASTILLA LA MANCHA	
Website	http:// edu.jccm.es/cp/santamarina/			

A.2 – Legal representative

Name		Mrs/Ms	PILAR	First Name	GARCÍA TOLEDO
Position	PRINCIPAL				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 925 360078		Telephone 2	+0034 608867982	
E-mail	45001349.cp@edu.jccm.es		Fax	+0034 925 360078	

A.3 - Contact person

Name	Mr		FRANCISCO JESUS	First name	SANTOS-OLMO MANZANO
Department	EDUCATIVE ORIENTATION				
Position	PSYCHOLOGIST				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	+0034 608867982		Telephone 2	+0034 925 360078	
E-mail	pacomarquitos@gmail.com		Fax	+0034 925 350078	

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	EDU-SCHPrm – Primary school						
Number of pupils	380						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

The CEIP SANTA MARINA is a school located in the town of Magán (Toledo). We teach infance (from 3 to 5 years old) and primary education, key stage one, two and three (from 6 to 12 years old)

Some of our educational aims are:

- Encouraging our students to respect the educational community, its background and the environment.
- Encouraging their own autonomy and intellectual skills. To use their own learning skills to solve the daily problems.
- To involve the families in the development of school coexistence.
- To help the students to develop social skills in order to improve their relationships with others.
- Teach the children how to express their own ideas and decisions.
- Promote the use of an active and constructive methodology to carry out significative learning using the new technologies and several kinds of information.

Our school has increase the number of students in the last years. On one hand, this is due to the urban development of the town in the last seven years. Because many families from Madrid South came to live to Magán. On the other hand, the number of students has also increase because of the immigrant families that settled down in the town.

The students and families involvement in the school life is completely different. This fact makes a big difference between some students and others. Nevertheless, we really try to offer a integral and comprehensive education for all students.

Our school considers the ICT can be used as a crossing element to develop the different levels of learning of each student. We work ICT in several areas: from the Escuela 2.0, the school´s website use, the smart board in the classroom, the PC corner in Infancy and the use of new hardware as a specific tools for the ipad.

We also think it is important to teach families and students to prevent dangers associated with de use of new technologies. So every year we collaborate with the Guardia Civil in lectures with the children to make them aware of the dangers of Internet and the misuse of social networking.

The faculty of teacher is involved in working with ICT and supports this project.

Please describe the role of your organisation in the project

The CEIP SANTA MARINA in general will try to achieve the objectives detailed in the relevant section. The school management will promote the participation of teachers, families and students in the project.

More specifically, and after agreeing with the other participating institutions the work plan and distribution of responsibilities, we will work on the follow aspects:

1º. Analyze difficulties and problems that we can encounter during the development of the project and possible solutions to these problems.

2º. Organize training courses, lectures and workshops for schools participating in this experience.

3º Develop assessment tools for the different project participants (parents, students, teachers, administration...).

We will participate in regular meetings with project participants, in the training sessions provided, exchange of teachers and we will provide our faculty learning experiences in environmental schools and other general task of the project.

Finally, we will work closely with our colleagues from the schools involved, for the proper development of the project.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

If more than one school in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION		Linked to Partner region 2
Legal Name	ASOCIACIÓN DE MADRES Y PADRES SAN ROQUE		
- in Latin characters	ASOCIACIÓN DE MADRES Y PADRES SAN ROQUE		
Acronym – if applicable			
National ID Number – if applicable	G45027927		
Official address	C/ LINARES 11		
Postal code	45240	Town	ALAMEDA DE LA SAGRA
Country	SPAIN	Region	CASTILLA LA MANCHA
Website	http://ampasanroque.blogspot.com.es/		

A.2 – Legal representative

Name	Mr	Mrs/Ms	DAVID	First Name	VERGARA DÍAZ
Position	PRESIDENT OF PARENTS´ ASSOCIATION				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	0034 925 500481		Telephone 2		

E-mail	asdelaaviacion@gmail.com	Fax	
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A.3 - Contact person

Name	Mr	Mrs/Ms	DAVID	First name	VERGARA DÍAZ
Department	PRESIDENCE OF PARENTS ' ASSOCIATION				
Position	PRESIDENT				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	0034 925 500481	Telephone 2			
E-mail	asdelaaviacion@gmail.com	Fax			

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	ASC-PAR – Parents' Association						
Number of staff	5 directive staff and 100 families						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

The AMPA knows that education is not relegated to schools. They are conscious that there is a necessity of an integral education. This association tries to get families involve in the daily school life. It takes part in the development of complementary activities program with students. They work after school time. Sometimes, this association works with teachers and students, during the school time. A person of this association participates in the organ of government of the school, where all the sectors of the educative community are.

Therefore, the complementary activities that are being developed, include different areas: social area, cultural area, environmental area... Doing activities such as typing, introduction to Tic, reading, English...

Participating in these kind of activities help to improve the educative offer and help to improve the performance of our kids thanks to cooperative work (school, families and town halls)

It is important to highlight that this association pays particular attention to the promotion of ICT and the way they are introduced in the lessons. Several years ago we started to support initiatives about ICT that were taken in our school. Take for instance: Innovations programs, Families school talks, ICT purchases... Digital competence is considered and used as a key tool for the personal and professional development of our children.

Please describe the role of your organisation in the project

The "San Roque Parents ' Association" will perform the most appropriate actions to reach the aims that have been detailed in the corresponding section. It will take part in seminars, working days and those meetings and actions which will be proposed. It offers the support and collaboration required to improve the development. It will achieve adapted proposals to the different educative level. Moreover, the organization head will try to stimulate the family involvement in the project

Having considered all the institutions, this working plan will focus its attention on:

1. Exchanging ideas among families associations

Family involvement at school and in the time devoted to studying.

Parents involvement: models and new ideas.

Families associations: legislation and organization. Functions.

Participatory organs at school.

Families and ICT: questions, problems, resources, actions, training activities...

2. Participation in the development of the families training platform, Families Schools and in the development of different questionnaires concerning families.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

If more than one other organisation in your region is involved in the project, please copy & paste the relevant sections of the form.

A.1 – Organisation

A.1 – Organisation

Role in the Project	LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION		Linked to Partner region 2
Legal Name	CENTRO REGIONAL DE FORMACIÓN DEL PROFESORADO DE CASTILLA LA MANCHA C.R.F.P.		
- in Latin characters	CENTRO REGIONAL DE FORMACIÓN DEL PROFESORADO DE CASTILLA LA MANCHA C.R.F.P.		
Acronym – if applicable			
National ID Number – if applicable	CIF S4500405 H		
Official address	Río Cabriel, s/n.		
Postal code	45007	Town	TOLEDO
Country	SPAIN	Region	CASTILLA LA MANCHA
Website			

A.2 – Legal representative

Name	Mr	Mrs/Ms	Fernández Cid	First Name	Jesús
Position	Principal of Centro Regional de Formación del Profesorado				
Official address	- if not the same as above -				
Postal code		Town			
Country		Region			
Telephone 1	925 26 52 96		Telephone 2		
E-mail	crfp@jccm.es		Fax	925 26 52 96	

A.3 - Contact person

Name	Mr	Mrs/Ms	Lobo Barral	First name	Ángel
Department	Plurilinguism Department				
Position	Trainer				
Official address	- if not the same as above -				

Postal code		Town	
Country		Region	
Telephone 1	925 266010	Telephone 2	635 010 595
E-mail	angel.lope@jccm.es	Fax	

B. Organisation and activities

B.1 Structure

Profit		Non-profit	X	Public	X	Private	
Organisation type	EDU-InISrvTr – Institution for In-Service Teacher Training						
Number of staff	14						

B.2 Objectives and activities of the organisation

Please provide a short presentation of the organisation in relation to the thematic area covered by the project

Our Institution objectives are:

- Creating a training network in our region based on active participation from teachers and their educational centers.
- Participating in training activities designed to meet teachers' needs.
- Creating a bank of resources (methodology, techniques...).
- Initiating a personalized professional information and support service for teachers.
- Improving teachers' technological training platforms.
- Creating workgroups in our region to improve teachers' training, involving different educational stages and levels, which can lead to improvements in teacher training.
- Creating functional departments to keep in touch with the educational centers and the five different delegations throughout our region.
- Organizing teachers' training in a flexible way, related to their demands.
- Reinforcing centre-located training to emphasize the impact of teachers' training in pupil's educational process and to improve the educational system.

To promote ICT our center is working on the following activities:

- Training seminars for ICT coordinators
- Coordination of ICT innovation projects in the centers of CLM
- Training seminars for ICT coordinators
- Coordination of ICT innovation projects in the centers of CLM
- Dissemination of documentation on ICT
- Dissemination of activities and innovative projects in the field of ICT centers CLM, etc.

Please describe the role of your organisation in the project

Our Institution will perform the most appropriate actions to reach the aims that have been detailed in the corresponding section. It will take part in seminars, working days and those meetings and actions which will be proposed. It offers the support and collaboration required to improve the development. It will achieve adapted proposals to the different educative level. Having considered all the institutions, this working plan will focus its attention on:

- Participation in the meetings periodically held on the project, training sessions, staff exchange and various general tasks included as part of the project.
- At a more specific level, actions direct to promote dissemination activities: leaflets about the Comenius Regio project, publication of the project in the CRFP website, development of workshops to inform about our experience and results on the project. We will provide the necessary means for the spreading of this activity in our region, encouraging their spreading in the forums and educational institutional organizations to ensure that proposals are taken advantage regional.

-Cooperate in the elaboration and development of a document to study the needs in terms of TIC: definition of TIC usage criteria, good practices exchange and dissemination of those amongst the school community.
- Develop the exchange platform between our regions and at the end of the project develop a long term agreement to exchange innovative activities on ICT.

B.3 Other Community subventions

Details of projects in which your organisation has participated with the financial support of Community funding and which were related to education and training

Year	Programme	Agreement number	Project title

If more than one other organisation in your region is involved in the project, please copy & paste the relevant sections of the form.

Declaration

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant institution. This Declaration must be separately completed and signed by each applicant institution in its copy of the application.

I, the undersigned,

Request from my National Agency a grant for my organisation as set out in section E of 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 have taken note that identical or similar applications will be subject to a specific assessment in order to exclude the risk of double funding and that the Commission and the National Agencies reserve the right not to fund identical or similar applications.

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

Certify that:

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 96(1) of the Financial Regulation (Council Regulation 1605/2002 of 25/06/02, as amended).

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.

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.

PROTECTION OF PERSONAL DATA

Processing this form may involve the recording and processing of personal data. Such data will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement accompanying this form.

You are entitled to obtain access to your personal data on request and to rectify any such data that is inaccurate or incomplete. If you have any queries concerning the processing of your personal data, you may address them to your National Agency. You have the right of recourse at any time to your national supervising body for data protection or the European Data Protection Supervisor for matters relating to the processing of your personal data.

You are informed that for the purposes of safeguarding the financial interest of the Communities, your personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel and/or to the European Anti-Fraud Office (OLAF).

<http://www.edps.europa.eu>

Signature: _____ Date: Akaa 19.2.2013

Name of signatory: Heikki Tuokko

Position within the organisation: Director of Education and Culture

Name of the applicant organisation: Akaan kaupunki – City of Akaa

Stamp of the organisation (if required by your National Agency):

C. Description of proposed partnership

Please note that this section must be completed jointly by both partner regions and must be identical in each copy submitted to each the National Agency

C.1 Summary

Abstract of the project in own language:

(max. 200 words)

Hankkeen tavoitteena on kehittää organisaatioiden tieto- ja viestintätekniisiä toimintamalleja, oppilaiden ja vanhempien TVT taitoja ja sekä siihen liittyvää arviointia.

Alueiden ja paikallisten toimijoiden yhteistyö pohjautuu yhdessä sovittuihin tavoitteisiin, opettajien, oppilaiden ja perheiden tietoteknisten perusvalmiuksien opettamiseen ja parantamiseen.

Nämä asetetut tavoitteet ovat sopusoinnussa Eurooppa Strategian ”Koulutus 2020” yhteydessä esitettyjen toimien kanssa.

Ensimmäisen vuoden aikana

- rakennetaan tiedonvaihtoorumi / julkaisualusta innovatiivisten kokemusten ja käytänteiden vaihtamiseksi
- analysoidaan tieto- ja viestintätekniikkaan liittyviä tarpeita ja ongelmia kouluissa
- luodaan / tuotetaan vanhemmille aiheeseen liittyvää materiaalia

Toisen vuoden aikana:

- julkaistaan käsikirja tieto- ja viestintätekniikan parhaista käytänteistä kouluissa
- yhteistyötahojen kanssa käynnistetään huoltajille suunnattu TVT tiedotus- ja koulutuskampanja
- kehittää arviointityökaluja tieto- ja viestintätekniisten taitojen arvioimiseksi

Hankkeen päätyttyä jatkamme tieto- ja viestintätekniisten innovaatioiden ja käytänteiden jakamista kehittämämme julkaisualustan avulla.

Abstract of the project in English:

(max. 200 words)

This part might be used for publication

Development of a working model in the organization, development and evaluation of ICT with our students and families. This collaboration between the two regions and between the partners involved locally is based on a common commitment to improve training and basic skills of students, teachers and families linked to ICT.

These objectives proposed are in accordance with course of action set out in the European Strategy "Education and Training 2020".

Specifically, the first year the partners will develop: a platform for exchange of innovative experiences in the field of ICT, a study analyzing the needs and problems of schools in incorporating ICT and develop different materials for school families centered on ICT.

In the second year of the project will develop: a manual of best practices in incorporating ICT in schools, school families centered on ICT will be launched with the support of municipalities and develop assessment tools incorporating ICT in the different institutions involved. Finally to continue the cooperation after the end of the project we will develop a stable platform for the exchange of innovative practices on ICT between the two regions.

C.2 Context

What is the general context of each region involved in the proposed Partnership and with regard to education? Is there a specific context as for example specific economical problems, specific needs due to demographic, socio-economical or other factors (e.g. many young people at risk of social exclusion, lacking resources for pupils)?

REGION 1 / Finland

Akaa located between Helsinki and Tampere . Akaa is a strong city of migration and this trend is expected to intensify in the future. Our city attracts brilliant transport links.

The city of Akaa and Valkkoski belongs to the Pirkanmaa (Swedish Birka Land) is a province of Finland, with population of 491 743 (2012) and it is Finland's second largest province.

Pirkanmaa Regio consists of five sub-regions and South Pirkanmaa, where Akaan and Valkeakoski belong, is one of them

The total area of Pirkanmaa is 14 468.80 km². The land area is 446.25 km² (4.1% of Finland's land area) and fresh water 2 022.55 km² (5.9% of Finland's fresh water area). The total surface of the province area of fresh water sector accounts for about 14 %, well above the Finnish average.

The population density is well over twice the average for Finland. Population growth and the sparsely populated north-eastern regions of separation of the province have increased the Pirkanmaa population density of about one tenth of the year 1997.

Pirkanmaa GDP was 13 028 million in 2004. Per capita GDP was 2.4% below the average in Finland.

Southern Pirkanmaa has been one of the strong wood industry areas. Today the large industries have left the area and it has been replaced by small businesses. Area unemployment rate runs around 10%.

Due to the unemployment, families' socio-economic status is below the national average. This is often the result of young peoples exclusion, especially for young men. Family backgrounds affect participation in education and learning. Exclusion can be reduced and prevented by creating interesting learning environments and ways of teaching.

The Government of Finland gave in autumn 2012 presentation of educational equality. The goal is to create equal access to education and training.

The operational goal of this program prepared by Ministry of Culture and Education is to halve the differences between schools, as well as the social impact of the background for studies after primary school and to the participation in higher education .

The technical equipment varies considerably in schools both in Akaa and Valkeakoski. In some schools in our area it comes close to the national recommendations for the students computers while in some schools the equipment levels is well below all the recommendations.

Unemployment, industry removal from the area has decreased the tax revenues also the aging of the population has increased the specialized medical care costs have significantly. This has led to a deficit in the budgets of the municipalities, which reduce school budgets and operating conditions.

In Akaa basic education is given in nine primary schools and two secondary schools. A high school education, is given both in Toijala and in Viiala. Primary schools are the right size for the youngest pupils and school locations in different parts of the city also makes the school way easier.

Recent curriculum changes have a significant impact on teaching content and brought more challenges on teaching. Children with special needs has been integrated into ordinary classes.

In the middle of all this challenges we have to find new, innovative and cost-effective approaches to teaching. According to the introduction of ICT into education and we can increase the quality and development of teaching and education.

REGION 2 / Spain

Castilla la Mancha is located in the centre of Spain. With an area of 506000 km² and a population of 2,115,334 inhabitants, the region is made up of five provinces (Albacete, Ciudad Real, Cuenca, Guadalajara and Toledo). There are five provincial capitals and both provinces and capitals share their name. Toledo, one of the capitals, is located 70 km from Madrid. The institutions participating in the project are found in "Mancomunidad de la Sagra Baja (association of municipalities)", an area that is located in the province of Toledo and comprises nine different small villages. These villages join efforts to accomplish different aims and they are located between Madrid and the city of Toledo – approximately 20 or 30 km away from the latter.

The population of the province of Toledo, where our schools are located, is of 707,242 inhabitants. It is made up of 202 municipalities, most of which with a population of less than 10,000. Only 40% of the population lives where they were born, and there are frequent and important migrations from rural to urban areas. About 11% of the provincial population consists of immigrants from Romania, Morocco and South-American countries. In "Mancomunidad de la Sagra Baja (association of municipalities)" immigration has increased because of the boom of construction in recent years.

The four villages that take part in the project are small. In this sense, the population of Alameda de la Sagra is of 3,493 inhabitants out of which 378 are immigrants. Similarly, the population of Añover de Tajo is of 5,412 inhabitants with 405 immigrants, and the population of Magan is of 3,091 inhabitants of which 445 are foreigners. Finally, Yunclillos is the smallest one with a population of 845 inhabitants of which 100 are immigrants.

The economy of the province of Toledo is based on tertiary services (60%), construction (17%), industrial services (14%) and agriculture (6%). That of the community of Toledo, however, is mainly based on construction as 80% of the factories belong to this kind of business.

The world crisis, and Spain's economic crisis in particular, has strongly affected the building sector and unemployment increased rapidly in the last few years, reaching a high percent of the population. According to the government, nowadays the number of unemployed is of 91,101 of which 11,976 are foreigners.

In Castilla La Mancha, the income per capita of families – 23,356€ – is lower than the national income – 26,033€. Annual earned incomes are also lower in Castilla La Mancha – 8,565€ – than in the rest of Spain – 9,737€.

Castilla la Mancha's GDP is 36,000 million Euros which represents 3.38% of the national GDP. Likewise, the GDP per habitant in Castilla La Mancha – 17,621€ – is lower than in the rest of Spain – 23,063€. This makes 76.4% of the national GDP and a difference of 5,442€ in family income. Only the salary of 28.6 % of Castilla La Mancha's population surpasses the minimum national wage. We are one of the three autonomous communities in Spain with lower income per capita.

The families feature a low-middle socio-cultural level and a traditional role allocation. The head of most families has not studied a university degree. Families do not care much for education because, for many years, it has been easy to find a non-qualified job in Castilla La Mancha.

Computers are only found in 69.8% of Castilla La Mancha's homes and most of them are desktops. Internet connection is only available in 50% of the homes. Most of them enjoy a broadband connection, as do people in Spain. However, DSL connections – 10% of homes – and 3G or UMTS services – 8% of homes – are less available than in the rest of Spain.

Most people in Castilla La Mancha make an indoor use of computers: 91% use them at home, 41% use them at work, and 22% use them at friends' homes. Similar percentages can be applied to users in the rest of Spain. People use computers on a daily basis. The use of internet is inherently related to the use of computers and shows similar figures. However, even though there is a frequent use of internet, people do not make use of

electronic commerce. Only a third of the population purchases online, for instance, clothes, leisure tickets, and accommodation or public transport tickets.

In this sense, internet is mainly used to send and receive mails (86%), to read news and to look for information (69%). Not many people make use of internet to post information/opinions (19%), to take online courses (16%), to establish professional networks (14%) or to use Voice over IP services (19%).

Participating schools, four primary schools and one secondary school have a total of 1.700 students. 70% of secondary school students (over 12 years old) have a computer and internet connection in their rooms, compared to 58% of the rest of Spain. And 60% of them use the internet to communicate over an hour a day.

The inhabitants of Castilla La Mancha and therefore the participating villages need to increase their basic skills related to information and communication technologies. Our project, focused on students, teachers, families and municipalities tries to give students the opportunity to increase their basic skills related to technologies, improve educational offer and promote greater academic success.

Therefore the elements that justify the importance of our project are the following:

- Participating schools belong to a rural area, with the shortcomings of rural areas but with many development opportunities because of its geographical location.
- The high percentage of foreign residents makes necessary an educational policy of social and cultural integration in which digital literacy should be a main element.
- The economic crisis requires a change in the production model. Non-qualified jobs will lose importance in favour of high-qualified jobs, for which digital skills are essential.
- Families' training in technologies is an essential element to encourage students' academic success as future European citizens.

C.3 Objectives of the partnership and relevance to the objectives of the programme

1. What are the concrete objectives of the partnership?

-Improve innovation and the educational quality around ICT in our schools through the exchange of people and ideas between the institutions involved in the project.

-Browse through the exchange of people, ideas, activities and work patterns, how to promote the basic competences of our students through ICTs.

- Create stable work protocols with the ICT in the partner regions institutions, in order to guarantee appropriate coordination between the primary education, secondary education and High schools.

- Develop stable organizational documents concerning ICT in partner institutions that join the regular working protocols.

- Develop stable evaluation documents on ICT to be incorporated into the documents and dynamics of each institution.

- Initiate pair learning in the participating centers in each region through short-term exchanges of personnel responsible for ICT in schools.

- Develop a web platform for family training in ICT and implementation of Family Schools at Spanish schools through ICT Family Helpers figure.

- Strengthen the use of the electrical notebook as a way of communication and cooperation between schools and families and have Open Days at schools for students and families to work on ICT in Finnish schools
- Explore the risks of cyber bullying and other problems linked to ICT and Social Networks in schools and develop effective strategies to reduce these risks.
- Develop a training Web platform as a way of exchanging, training, meeting and guidance in the use of ICT.
- Create and implement between our regions a website to exchange ICT experiences in order to promote good practices and innovation related to ICT in our schools.
- Create links between the institutions involved which are the seeds of new exchange projects at education or local level for the future. Strengthen the north – south dimension in learning and teaching and for further co-operation.

2. Explain what subjects or problems you intend to address

The problematic and present needs in the institutions, that take part in the project, are related to the areas which we will mention below (later). Our project aims tries to throw certain light on these issues (topics).

- Lack of communication between professionals and regional institutions to learn about the activities and methodologies used by the partners.
- Lack of coordination, related to ICT, between the teachers that work in different stages
- Coordination with the families for a better development of the educational process of the students in this competence.
- Lack of resources and methodology techniques to train teachers, students and families
- Absence of a common academic training in the professorship: in spite of the efforts realized by the educational administration and by the own schools (educational centers). A great disparity of training exists concerning ICT, that makes difficult a coordinated work around this competence.
- Different training levels and knowledge about ICT on the part of professorship. This problematic is generating a lot of insecurity among teachers and families about the proper use of ICT.
- Absence of protocols of shared work around ICT. The centers develop protocols partial and limited to its environment, which generates variety of documents and application levels, overall. There would be necessary to establish a methodology of work agreed and clear for all.
- Lack of material related to the assessment of the ICT.
- Lack of a manual and digital material for the teacher's training in order to foster the knowledge related to our main topic (ICT) and the coordination between regional institutions.
- Tackle the problems we are facing with the activities we are taking into account.
- Due to the fact that teachers and students have a basic knowledge of the use of ICT, the attitude towards our main topic is quite poor.

3. What approach will you take to achieve your objectives?

We intend to create tools to improve digital skills in non-formal and formal education as we are under the assumption that learning takes place throughout our lives. All the partners will choose some teaching approaches and will put them into practice to teach languages through ICT. As far as methodology is concerned, we are going to focus on the teaching of the following competences in an holistic and natural way: communication in foreign languages and in our mother tongues including ICT material as the study of these matters is the focus of our partnership. We are going to highlight technology and digital competence as this is the main objective of our project.

During the planned visits we expect that the project activities will have a great impact on the training providers. Moreover, we are going to create new materials such as flyers, leaflets, seminars, and exhibitions to achieve the objectives. It performs methodologically inviting various experts and representatives to meetings, workshops and working groups. Each partnership will use the following methodologies and strategies to achieve the objectives and fulfill the planned activities:

- We will intend to improve the identification of teaching needs analysing the material and methodology of existing materials of ICT.
- We consider that cooperative and collaborative learning/working through pair learning, observational learning, promote 'enjoyment in learning'. We will visit other regional institutions that have experience with ICT.
- We will organize some workshops and presentations in order to foster our experiences with ICT
- Foster the use of best practices in ICT. This material will be accessible not only to the trainers of the project but also to all potential learners and families.
- As far as communication is concerned, the project coordinator will be in regular contact (via email, skype and telephone) with the leaders in addition to the planned meetings of the project.
- Collection of information and survey, practice the most suitable methodology and adapt and create the material.
- Our project is expected to attract the attention of several stakeholders, such as adult education providers, language schools, NGOs, universities, teacher training centers etc.
- We want to promote the dissemination of the project for maximum adhesion.

C.4 Work programme and project management

1. Work programme

1) Please outline the main activities planned. 2) Please also describe the outcomes/results foreseen. 3) Describe briefly the work programme of your partnership. Please note that a detailed list of activities has to be filled in section D

	/ACTIVITIES/OUTCOMES/RESULTS/
First Year First term	<p>Initial project meeting of the term (September) in each partner region for all participants.</p> <ul style="list-style-type: none"> ○ Establishing semiannual meeting schedule for the semester work. ○ Initial presentation/ talk of an expert: "ICTs in European education: current and future challenges". <p>General initial project meeting, including two partners from both regions to discuss the first steps in the organization of the project (Finland, October)</p>

- Organization of work protocol (timing, objectives, methodology, performance and collecting protocol of information and exchange)

Development of the web platform of exchange and communication with the input of the participating institutions of the two partner regions. Dump innovative materials of the institutions.

- Presentation and exchange of educational systems of the two partner regions.
- Presentation and exchange of the main elements of work with ICT in each of the partner regions.

Start the Spanish lessons with the involved staff in Finland

Development of a project brief information brochure to increase their diffusion from the beginning of it.

Initial diffusion activities (see diffusion plan)

- Start in each region partner an ICT coordinators exchange plan between the different educational institutions involved.
- Continuous training: start in the different institutions of a working group on the product-activity that we must develop.
- Regular project meetings during the term.
- Start up the study about the needs and problems related to ICT in the institutions involved and at various levels: institutional, families, students and teachers
- Start of organizing assemblies and discussion groups with target groups along with a search, collection, sorting and cataloging of indicators in the related text to develop questionnaires that we will pass to a sample.
- This analysis will allow us to better contextualize subsequent activities that we want to develop. The purpose is to obtain a clear picture of the needs and development needs analysis documents that are incorporated in the protocols of the institutions.

Initial Project Meeting for all participants in region

- In this session we will have a workshop on "ICT as an innovation resource in our teaching process: new approaches" on an important and common in the use of ICT in the classroom.

Activity with students:

Creation in every school of the Comenius Regio Corner with materials from the partner region and creating a Regio space in each participating institution web.

Project meeting between regions (February) in Finland

Term Assessment Activity (January):

process indicators questionnaire on various aspects of the running of the process and data collection as a discussion group format with open questions (communication, distribution of tasks, etc...)

PRODUCTS: The products we can get in the first term of our project are:

1. Project brief brochure.
2. Exchange web Platform. This platform will incorporate different elements, such as: presentation of the participating institutions, introduction of participants, work schedule and activities, communications section, agenda of meetings and minutes of meetings, innovating ICT activities exchange section, ICT document exchange section, discussion forum, project products section, etc.
3. Corpus shared terminology through the exchange of educational models and working with ICT.
4. Summary document of educational models and models work with ICT in the two regions.
5. Comenius Regio Corner at each institution.
6. Questionnaires and conclusions of the study on needs and problems in the integration of ICT in the sectors involved.

<p>First Year</p> <p>Second term</p>	<p>Project meeting initial term (February) in each partner region of all participants. Establishing a semester meeting schedule and work for the semester.</p> <p>Initial talk-presentation of an expert: The family involvement as a quality digital literacy element with our students.</p> <p>Development of the Family School on ICT in Spain. This performance will include two priority actions:</p> <ul style="list-style-type: none"> • firstly the target selection of topics and the subsequent elaboration, with the help of the sectors involved in various didactic units to be developed in the future Family School. These units will be presented in brochure or as a user manual for its distribution. While we generate a user manual, develop (in order to facilitate the diffusion of the product) an interactive web platform, formative for families, with the contents worked. <p>Start the work on regional curriculum on ICT in Finland.</p> <ul style="list-style-type: none"> • Continuity in each partner region, a plan of ICT coordinators exchange between different educational institutions involved. • Planning and organization in schools of an awareness campaign/ Day on the social networks, copyrights and security, involving educational sectors through specific activities (workshops, talks, brochures, web quests, etc...) • Development of a coordinated document between different schools and levels (primary/secondary/High school) in the indicators established to develop Digital and Data Processing Competence at each stage of education. • <p>Regular project meetings on the term.</p> <p>Activity with students: exchange of emails for improved foreign language proficiency.</p> <p>Project meeting between regions (May) in Spain.</p> <p>Project meeting end-of-term Workshop of the entities involved (January) on a common and important topic in the use of ICT in the classroom: "Collaborative activities with ICT".</p> <p>First year evaluation Activity (May/June):</p> <ul style="list-style-type: none"> - process questionnaire with indicators on different aspects of the running of the process and information gathering information collection trough a discussion group format with open questions (communication, sharing of tasks, etc.) (see evaluation plan) - <p>PRODUCTS: The products we can get in the second term of our project are:</p> <ol style="list-style-type: none"> 1. Formative manual for families. 2. Web Platform formative families and to strengthen the use of existing platforms 3. Organizational documents and activities of the Conference on social networks (information brochures for students, families and teachers among others). These documents allow us to disseminate to other centers and use them in later school years when we return to make the conference in later years. 4. Coordinated document with indicators of the Digital and Data Processing Competence. 5. Activities and documents shared in the project communication platform.
<p>Second Year</p> <p>First term</p>	<p>General initial meeting, including two partners from both regions to discuss the first steps in the organization of the project (Spain, October).</p> <p>Initial Project Meeting of the term in each partner region of all participants.</p> <ul style="list-style-type: none"> • Establishing a semester meeting schedule and work for the semester. Initial talk-presentation of an expert: Quality indicators in the introduction of ICT in the teaching-learning process. • Organization of work protocol (timing, objectives, methodology, performances and collection information protocol and exchange) and launch in each partner region sharing plan ICT coordinators between different educational institutions involved. • • Continuity with the web platform of exchange and communication with the input of the



participating institutions of the two partner regions. Dump innovative materials of the institutions.

- Continuing education: implementation in the different institutions a working group on the activity-product that we must develop.

Regular project meetings on the term.

Start up of a School Families in Spanish schools

- supported by AMPA and Association of Municipalities to work the main topics of interest identified in the initial study developed. We will use materials developed and the ICT platform.
- Starting family pilot group collaborating in ICT in Spain

Development between the contributions of the two regions of a manual to assist schools in "Best Practices in the incorporation of ICT".

- This manual will have a base in the previous study of needs and incorporate different areas: institutional documents, program documents, organization of resources, personal resources organization support, lines of work with ICT in cycles and stages to promote basic skills , lines of innovation, evaluation document, etc. This document is in close connection with a web platform with additional resources to the different sections.

Activity with students:

- continuing our corners Regio in educational institutions with student participation.
- To work ICT, foreign language proficiency and transversal skills and detection of possible workplace for future projects between the partner regions,
- we will make an exchange of videos in which groups of students exposed problems-needs-they have in their closest living environment through the exchange platform of Comenius Regio.
- Another alternative is shared blog exchange information aspects of daily life in both regions.

Project meeting between regions (January) in Finland.

Project meeting end-of-term(February).

- Publication of the manual "Best Practices in the incorporation of ICT". In this session we will have a workshop on a common and important topic in the use of ICT in the classroom : "foreign language learning through ICT".
- Assessment Activity of the semester (January): questionnaire of process with indicators on different aspects of the march of the process and data collection as a discussion group format with open questions. (Communication, sharing of tasks, etc...)

PRODUCTS: The products we can get in the first term of our project are:

1. Manual of good practice in the integration of ICT in schools and its web platform.
2. Family Schools ja Open Doors for Families
3. Families helpers in ICT
4. Videos exchange among students.
5. Activities and documents shared in the project communication platform.

**Second Year
Second term**

Initial Project Meeting of the term

(February) in each partner region of all participants. Establishing a semester meeting schedule and work for the semester. Initial talk-presentation: "Evaluation on the implementation of ICT in schools"

Planning and organization in schools of an awareness campaign

Day on the privacy in the net and cyber bullying, involving educational sectors through specific activities (workshops, talks, brochures, web quests, etc...)

Regular project meetings on the term.

Development of assessment instruments on the implementation of ICT

in school based on different indicators. Concreteness: Assessment Document of the initial

teachers of ICT competence, self-assessment teaching document end-of-year on ICT, assessment school center document end-of-year on the implementation of ICT for each center memory.

Project meeting between regions (May) in Spain.

Project meeting end-of-term(June).

- Development and planning in the preparation (elaboration) of the final report (the results of the Project).
- End-of-year and project evaluation Activity (June): final questionnaire with indicators on different aspects of the project to target groups and information gathering in group discussion format with open-ended questions to target groups. (See evaluation plan)
- In order to give continuity to our project and in order to be a starting point for future joint projects, start with the planning and organization to transform the project web platform in a lasting platform for the exchange of innovative proposals between the two regions on ICT.
- CRFP: dissemination of experience
- Planning new course of action with regional partner

PRODUCTS: The products we can get in the second term of our project are:

1. Organizational documents and activities of the Day of "Privacy and Cyber bullying" in the network "(information brochures for students, families and teachers among others). These documents allow us to disseminate to other centers and use them in later courses when we return to make the conference in later courses.
2. Assessment instruments developed.
3. Activities and documents shared in the project communication platform.
4. Stable platform for the exchange of innovative practices in ICT between the two regions

2. Distribution of tasks

Please explain the distribution of tasks between participating regions and the inputs required from each of them. Indicate the specific role of each partner region and each involved institution or organisation and its contribution to the planned activities, results and outcomes.

<p>AKAAN KAUPUNKI</p>	<p>City of Akaa is coordinating and taking responsibility for this out going project both here on our region and between these two partner regions, ensure implementation of the project as a process and also as the economic success.</p> <p>As a coordinator we will arrange educational meetings and seminars, in-service training courses teacher exchange and diverse exchange of methods and materials in education.</p> <p>The purpose is to strengthen the dialogue and action between schools, the school administration and information management on our region. To find a natural way to cooperate and find common line for ICT procurement.</p> <p>The organization's mission is to take care of the dissemination of the outputs and results achieved for schools, students and families who haven't participated in this project on our region.</p>
<p>VIILALAN KESKUSTAN KOULU</p>	<p>We act as coordinator for this project and answer the follow-up, as well as mobilities both here in Finland and between the two regions. We will plan and arrange meetings and seminars, as well as functions that belong to the project plan. We take the response of hosting the project meeting taking place in Finland with the other Finnish partners.</p> <p>The goal is to make regional cooperation and to acquire experience in a diverse</p>

	<p>publishing software in the teaching plan. The project will support the preparation of sub-regional curriculum.</p> <p>The goal is to gain experience in the digital teaching materials and the use of learning platforms, as well as to bring them into daily school activities and to the support for students with special needs.</p> <p>The project is carried out in projects related to teaching using the class blogs, different kinds of learning games as well as the school radio.</p> <p>An important part of the project is the staff study visits to Spain a friend of the country co-operation with local schools. Also, "job shadowing" / exchange of teachers is an important part of the project.</p> <p>The joint staff training sessions to learn ICT skills and tools, making use of Spanish language. The goal is to move the new ICT-skills in education.</p>
<p>ROUKON KOULU</p>	<p>We will follow the project plan and take all advantage of it to train our staff and develop new skills and learning models.</p> <p>The aim of the project in our school is to develop ITC competence of the teachers. This includes the use of software for school administration and the diverse use of the electronic media in communication with parents and between the personnel.</p> <p>The aim of the project concerning pupils is to improve their ITC skills in everyday situations, they should learn to benefit the many possibilities of the ITC and use it in different subjects and school projects.</p> <p>We pursue to unify the ITC practices of the schools in the same district and create visions and prospects for the future development and possibilities of the fast evolving technology of ITC.</p> <p>Our interest is also to participate in international collaboration and to share knowledge of our own and learn from innovations of the others.</p>
<p>PAPPILAN KOULU</p>	<p>We are involved in implementing the project plan, drawn up in full. We are willing to learn new things that are available during this process.</p> <p>We want to share our ideas with other participant both here in Finland and with the partners from Spain. Learn best practices, participate in teacher exchange and explore the Spanish schools and teaching methods.</p> <p>We are involved in creating a common / regional ICT curriculum, and we take responsibility for the associated process, outputs assembly and practice submission.</p>
<p>TOIJALAN YHTEISKOULU</p>	<p>The aim is that teachers learn to make full use of the equipment is pedagogically and be able to utilize social media in teaching. The aim is that the end of the project also learning management systems are in use.</p> <p>The aim is that the students learn :</p> <ul style="list-style-type: none"> - to use their own mobile features specifically for the learning disabled. - to use of social media (eg Facebook, blogs) - at the same time media criticism. It will also seek to address bullying on the Internet.

	<p>As our school is very well equipped we can offer training and place for benchmarking for teachers in the project within the framework of the pedagogical use of equipment.</p>
<p>THE UPPER SECONDARY SCHOOL IN AKAA</p>	<p>Our school students will have access their personal iPads in the near future. We need models for both teachers and students towards the optimum utilization of iPads.</p> <p>Role of the ICT strategy as well as the plan of action is often underestimated but they have a big role if we want effectively develop ICT-use. We want to disseminate this idea to other schools in meetings, staff exchanges and use ICT in co-operation. We are also interested to use virtual world like Second Life, to keep good contact between or after or before meetings. All the results got from the project should be published under Creative Commons</p> <p>We are also interested to learn more about different models of teacher's ICT education and make standards for qualified ICT education based on the needs of individual skills.</p>
<p>VALKEAKOSKI CITY</p>	<p>The City of Valkeakoski is responsible of ICT infrastructure in Etelä-Pirkanmaa region which contains Akaa, Urjala and Valkeakoski municipalities. Educational co-operation is also made with other neighbouring municipalities.</p> <p>The role of Valkeakoski is an active member of project and a manager of ICT-technology in the region of Etelä-Pirkanmaa.</p> <p>The project activities planned by us are educational meetings and seminars, in-service training courses arranged through the net, teacher exchange and diverse exchange of methods and materials in education.</p>
<p>ICT - Center</p>	<p>ICT centers role is to find suitable the hardware and software for schools, as well as to help schools implement the hardware procurement plans drawn up in the most cost effective manner.</p> <p>Information management is further emphasized the role of the new curriculum. IT facilities in schools should receive at the appropriate level, so that the standard of education in our schools remain competitive. We have to find a common way to bring these matters forward and this project gives a good chance for that.</p>

<p>AYUNTAMIENTO MANCOMUNIDAD</p>	<p>The "Mancomunidad de la Sagra Baja (association of municipalities)" will participate as a partner in all the tasks in the project. Coordination and monitoring of both the mobility activities and other proposals count with the advice and support of the "Mancomunidad de la Sagra Baja (association of municipalities)". It will facilitate appropriate support at each stage of the project as needed, for example, coordinate working groups or during the stay in Toledo of the Finnish partners, coordinate visits to schools, organizing local transport, hire experts or another type of tasks related to any aspect of the partnership.</p> <p>The "Mancomunidad de la Sagra Baja (association of municipalities)" along with other local partners, will ensure that there is a social and cultural program that complements the working visits of the Finnish delegation in Toledo.</p>
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	<p>The entity will provide the necessary means for the spreading of this activity in our region, encouraging their spreading in the forums and educational institutional organizations to ensure that proposals are taken advantage locally, regional and commonwealth. We also collaborate with the project coordinator in schools in report writing including reviewing budgets that have to be sent to the respective National Agencies.</p> <p>Finally, from our point of view, the most important of this partnership is the fact which will establish the foundations for a stable relationship between the two regions through projects between schools and local authorities involved.</p> <p>Being more specific, the "Mancomunidad de la Sagra Baja (association of municipalities)", through the Culture Representative of the City of Alameda de la Sagra, will coordinate the work of the entire project. This involves establishing communication mechanisms, organizing and planning meeting schedules, keep track and minutes of its meetings, develop with the help of partners monitoring reports and other tasks related to this role.</p> <p>Also as a participating entity, we will exchange working models with the partner's local entities on education services of local authorities, the extracurricular program offer in relation to ICT, education legislation and local authorities, involvement and participation in school government bodies and other topics of interest, in order to make improvements in local actions in the field of ICT.</p>
<p>ASOCIACIÓN DE FAMILIAS "SAN ROQUE"</p>	<p>The "San Roque Parents' Association" will perform the most appropriate actions to reach the aims that have been detailed in the corresponding section. It will take part in seminars, working days and those meetings and actions which will be proposed. It offers the support and collaboration required to improve the development. It will achieve adapted proposals to the different educative level. Moreover, the organization head will try to stimulate the family involvement in the project</p> <p>Having considered all the institutions, this working plan will focus its attention on:</p> <ol style="list-style-type: none"> 1. Exchanging ideas among families associations Family involvement at school and in the time devoted to studying. Parents involvement: models and new ideas. Families associations: legislation and organization. Functions. Participatory organs at school. Families and ICT: questions, problems, resources, actions, training activities... 2. Participation in the development of the families training platform, Families Schools and in the development of different questionnaires concerning families. 3. Parents will teach and train other members of the families regarding the use of ICT.
<p>CEIP NUESTRA SEÑORA DE LA ASUNCIÓN DE ALAMEDA DE LA SAGRA</p>	<p>Our center, NUESTRA SEÑORA DE LA ASUNCIÓN PRIMARY SCHOOL, will perform the appropriate action to achieve the objectives detailed in the relevant section. The school management will seek to promote the participation of teachers, families and students in the project, being another member of the network of centers participating in our region.</p> <p>We will participate in periodicals project meetings, training sessions established, staff exchanges, we will provide our faculty pair learning experiences in the surroundings centers and other general tasks of the project.</p> <p>At a more specific level and after agreeing with the other participating institutions the work plan and the distribution of responsibilities, we will work on the development of the following aspects: we will designate a secretary in order to gather the information regarding the meetings, workshops, etc. Apart from that, we will work out on the lump sum, the evaluation of the project, the platform that tackles the conclusions of all the different regional institutions. We will disseminate the project as much as possible elaborating flyers, workshops etc. We will also point out the necessities and problems</p>

	<p>that we will face towards ICT. Furthermore, we will elaborate a manual including the best experiences of ICT. Finally, we will organize the visits of the partnerships and we will write down a document regarding the use of ICT both in Primary and secondary schools. We will prepare a workshop with the rest of the institutions in order to expand our project</p>
<p>CEIP AÑOVER</p>	<p>We will participate in the different meetings and project coordination trying to develop the introduction and suitable use of ICT in our region. At a specific level, we'll try to offer to our teachers formation work, activities and experiences with ICT, as well as criteria and detailed analysis of their use, which will make easier the practical and appropriate access to ICT. We'll also establish different teaching work teams with Secondary and Post-Secondary School to make our families take part in this project. Our school will be responsible for working and investigating about the protocols, minimums required for quality and excellence in the use of ICT from all the educative members (pupils, teachers, families, Council, etc.), just like spread and share our results in communication platforms, achievements and investigations about ICT educative action. And as social and global objectives, our purpose is to make our students feel the involvement as active European citizens.</p> <p>Apart from that, we will designate a secretary in order to gather the information meetings, workshops, etc. We will also point out the necessities and problems that we will face towards ICT. We will elaborate a manual with the best experiences of ICT and a presentation about the working systems of ICT developed in Spain and our region. Finally we will organize workshops and develop materials about the responsible use of the internet, cyber bullying and privacy.</p>
<p>CEIP MAGÁN</p>	<p>The CEIP SANTA MARINA in general will try to achieve the objectives detailed in the relevant section. The school management will promote the participation of teachers, families and students in the project.</p> <p>More specifically, and after agreeing with the other participating institutions the work plan and distribution of responsibilities, we will work on the follow aspects:</p> <p>1º. Analyze difficulties and problems that we can encounter during the development of the project and possible solutions to these problems.</p> <p>2º. Organize training courses, lectures and workshops for schools participating in this experience.</p> <p>3º Develop assessment tools for the different project participants (parents, students, teachers, administration...).</p> <p>We will participate in regular meetings with project participants, in the training sessions provided, exchange of teachers and we will provide our faculty learning experiences in environmental schools and other general task of the project.</p> <p>Finally, we will work closely with our colleagues from the schools involved, for the proper development of the project.</p> <p>During these two years, Cp Santa Marina (from Magán) will be in charge of the preparation of the development of the Family-school. That includes the organization of didactic units and a web-platform. Furthermore, Cp Santa Marina will prepare seminars and workshops among the different regional institutions. Apart from that, Cp Santa Marina will designate a secretary in order to gather the information regarding meetings, workshops, etc. We will also point out the necessities and problems that we will face towards ICT. Finally, we will elaborate a manual with the best experiences of ICT.</p>
<p>CEIP YUNCLILLOS</p>	<p>CEIP. Ntra. Sra. De la Salud will designate a Secretary in order to gather information regarding meetings, workshops and events. Our school will be also in charge of these aspects; firstly, a first draft will be created and then all information given during the meeting will be selected and collected in the memories to share with all member of the partnership.</p> <p>Apart from that, and directly concerning the proper project work, a booklet</p>

	<p>summarizing the main ideas and activities of the project will be done, in both ways, paper and digital version, which will be provided to all participants and uploaded to the site or platform designed for this purpose.</p> <p>Moreover, we will also point out the needs of our school (students, teachers, families and institutions) concerning the ICT use.</p> <p>In the third place, we will organize a seminar in which the most relevant experiences, products and results will be taken into account and disseminate within all participants together with the cooperation of the CRPR in Spain.</p> <p>Finally, whenever an official meeting takes place, we will be responsible of its management in all levels, form the pedagogical to the organizational aspects.</p>
<p>IES AÑOVER</p>	<p>Our center will perform the appropriate action to achieve the objectives detailed in the relevant section. The school management will seek to promote the participation of teachers, families and students in the project, being another member of the network of centers participating in our region.</p> <p>We will participate in periodicals project meetings, training sessions established, staff exchanges, we will provide our faculty peer learning experiences in the surroundings centers and other general tasks of the project.</p> <p>At a more specific level and after agreeing with the other participating institutions the work plan and the distribution of responsibilities, we will work on the development of the following aspects:we will designate a secretary in order to gather the information meetings, workshops, etc. We will also point out the necessities and problems that we will face towards ICT. We will also elaborate a manual with the best experiences of ICT and a presentation about Spain's education system. We will organize a school of families in order to help them in the education of their children in the responsible use of the social network. Finally we will organize workshops and develop materials about the responsible use of the internet, cyber bullying and privacy.</p>
<p>CENTRO REGIONAL DE FORMACION DEL PROFESORADO</p>	<p>Our Institution will perform the most appropriate actions to reach the aims that have been detailed in the corresponding section. It will take part in seminars, working days and those meetings and actions which will be proposed. It offers the support and collaboration required to improve the development. It will achieve adapted proposals to the different educative level. Having considered all the institutions, this working plan will focus its attention on:</p> <ul style="list-style-type: none"> -Participation in the meetings periodically held on the project, training sessions, staff exchange and various general tasks included as part of the project. - we will evaluate the role of the use of the ICT in the different regional institutions. -At a more specific level, actions direct to promote dissemination activities: leaflets about the Comenius Regio project, publication of the project in the CRFP website, development of workshops to inform about our experience and results on the project. We will provide the necessary means for the spreading of this activity in our region, encouraging their spreading in the forums and educational institutional organizations to ensure that proposals are taken advantage regional. -Cooperate in the elaboration and development of a document to study the needs in terms of TIC: definition of TIC usage criteria, good practices exchange and dissemination of those amongst the school community. - Develop the exchange platform between our regions and at the end of the project develop a long term agreement to exchange innovative activities on ICT.

3. Project management and communication

Please describe briefly the way you intend to manage your project. Please explain how effective cooperation and communication between participating regions and the different actors in each region will be organised.

- We will develop a web platform for our project. The web platform will be a place of exchange and communication between the two regions, in particular members collaborating on the project. This website will have the project documentation, materials, experiences, advertising and blogs to exchange opinions. (<http://comeniusregioticfinlandclm.blogspot.com.es/p/blog-page.html>)
- The coordination of the work of the project between the two regions will be carried out by the Finnish region.
- Both regions will plan in good time the content, educational themes and workshops for the current theme concerning the becoming study visits
- In the region of Toledo, the Town Hall of Alameda de la Sagra will coordinate the communication and collaboration of the participating Spanish groups in the region.
- In the region of Akaa-Valkeakoski, Viialan keskustan koulu will coordinate the communication and collaboration of the participating Finnish groups in the region.
- Each term a schedule of performances, meetings and minimum communications will be prepared, which the participating groups will follow in both countries
- For communication and for work on the project, all possible methods of communication should be used, including e-mail, telephone, teleconference, fax and Skype. The communication between the partners will be in English and each mother tongue
- Contact between the coordinators of each partner will be made at least monthly through telephone or email at the initiative of the regional coordinator.
- There will be at least two meetings every term between members of the same region.
- There will be at least one annual visit from each region to the other.
- There will be an annual exchange of the responsible ICT in each region to encourage pair learning.
- The nomination of a secretary in each partner, with a written report to the coordinator every term
- After each project meeting, memos will be sent to all participants and posted on the web platform or exchange space.
- The writing and presentation of results and products will be in English.

C.5 Impact and European added value

1. What impact and benefits do you expect your Partnership activities to have on the different target groups (pupils, teachers, staff in school administration, etc) and on the participating institutions/ organisations?

Effects and expected benefits

Municipality and Families:

- It will be taken into account the reality of their needs and problems relating to the use and management of ICT in school and at home by students.
- They will increase their level of training and information on different aspects of the working topic in our project.
- We'll get a greater commitment of families to educate their children in the responsible use of social networking and internet.
- It will increase in school participation and involvement in the educational process of their children through the use of digital platforms.
- There will be a channel of communication between parents and schools through ICT.

Students:

- Students will increase their awareness of the European reality, will exchange experiences with students from other countries to facilitate future exchange of people and ideas in the EU.
- Educational practice will be more motivating for a generation linked to new technologies, as well as it will provide them with a more individualized personal skills development.

For teachers:

- By this interregional project teachers we will be able to get to know the work of their colleagues in the partner schools, share their experiences and find other teaching methods, which can be sources for future innovative schoolwork.
- Greater involvement of teachers in the use of ICT with students
- We will know the different working systems on ICT.
- We will know the educational system of the associated regions.
- We will expand our cultural and professional experiences.
- We will increase and improve on the students language skills.

For institutions:

- By the project, the participating institutions will receive impulses and inspirations to strengthen the European dimension of education.
- By the project, the associated institutions will have the opportunity to have contact with experts, work and discuss with them, and develop new ways of thinking and take advantage of other countries' experiences.

2. In which way will the partnership project foster European cooperation in school education in the participating regions?

The framework in which we can place our objectives and activities will be "Strategic framework for European cooperation in education and training (ET 2020)". This framework addresses for strategic objectives. We will be:

- making lifelong learning and mobility a reality;
- improving the quality and efficiency of education and training;
- promoting equity, social cohesion and active citizenship;
- supporting creativity and innovation, including entrepreneurship, at all levels of education and

The project will put into contact two European regions with very different educational models and sociocultural realities. Mutual understanding and exchange of good practice models will allow enrichment and the possibility of each participating institution to incorporate elements for improvement.

Finally, during the last term of the project, our objective will be to analyze future exchange and cooperation projects between the participating institutions, so that we will be able to maintain lasting links between the two regions.

INSTITUTIONAL LEVEL

A maximum LLP which framed our project is the exchange of ideas and people. Our project was born from a study visit by members of the Finnish region who visited our center as a model for working with ICT. This meeting allowed us to initiate cooperation between the two regions that is reflected in this project. One of our goals will be to share models of working in schools in relation to ICT and staff exchanges between institutions so that the exchange of ideas, people and innovation that the EU proposes become a reality.

TEACHERS AND PARTICIPATING STAFF LEVEL

The mobility's provided for in our project and communication channels have been established and will be strengthened during the development of the project, we will enable among other aspects: we will meet other working models, we will share different socio educational realities, we will develop projects together with the partner region

Another strategic goal of the ET 2020 will be enhancing creativity and innovation through the promotion of transversal key competences such as digital competence. The ultimate goal of the project will be the development of stable working models with ICT that will enable greater presence in schools of the same and promote the training of students in skills that will be key to their future employability.

STUDENTS LEVEL

The activities of exchange of ideas and experiences among students in the two regions proposed in our project will be able to encourage European cooperation and it will make progress in achieving some of the strategic objectives of the ET 2020. Many of our centers and institutions have already developed European cooperation programs and this project will be another step in this line of exchange and cooperation.

3. How will you monitor and evaluate whether the aims of the partnership have been met and the expected impact has been achieved? Please outline the measures to monitor and evaluate your activities.

EVALUATION PROCESS DEVELOPMENT

- Establish a methodology to use
- Provide timing
- Identify the areas and dimensions That Are Intended to Assess
- Define evaluation indicators
- Appropriate Design Tools
- Establish evaluation agents
- Draw conclusions and make Proposals for improvement

METHODOLOGY:

- We will use two approaches to assessing our project: a qualitative and based on observation and another quantitative based on indicators.
- We will try to incorporate both shared and self-assessment in the evaluation process.

TIMING

A schedule will be established early in the project evaluation including the following times:

- Start of the project
- term assessment (4)
- Final assessment of first year
- Project Final assessment

AREAS AND DIMENSIONS TO BE ASSESSED**A. PARTNERSHIP**

- A1. Project planning and management in each of the partner regions
- A2. Commitment and degree of involvement of the institutions taking part
- A3. Degree of coordination and communication between the partner regions

B. PROJECT DEVELOPMENT

- B1. Degree of attainment of the objectives
- B2. Appropriateness of the activities and work methodology used
- B3. Project dissemination

C. PRODUCTS

- C1. Types, adequacy and functionality
- C2. Product dissemination

D. IMPACT

- D1. Profits made locally on schools and other institutions
- D2. Effects of the results at regional and European levels

ASSESSMENT INDICATORS

- A set of variables that provide relevant information -quantitative or qualitative- according to the
- different dimensions to be assessed
- Assessment criteria: adequacy / suitability / relevance / coherence
- Semantically, the indicators must be expressed clearly and unambiguously and be easy to use

ASSESSMENT INSTRUMENTS

They incorporate different instruments:

- Questionnaires
- Analysis of documents, minutes, products, etc..
- Group Discussion

- In addition to the evaluation of the innovation project itself, within the internal evaluation of the participating institutions, will be collected as a dimension center to assess and the project will be analyzed with specific indicators and according to usual methodology of evaluation of each institution.

ASSESSMENT AGENTS

- Families
- Pupils
- Participating teachers
- Participating institutions (*)

C.6 Relevance for the objectives of the programme

Please tick in the table below, the objectives of the Comenius programme that your Partnership will address, in addition to the first two (if any – leave blank if none):

x	To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States (COM-OpObj-1)
x	To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme (COM-OpObj-2)
x	To encourage the learning of modern foreign languages (COM-OpObj-3)
x	To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning (COM-OpObj-4)
<input type="checkbox"/>	To enhance the quality and European dimension of teacher training (COM-OpObj-5)
x	To support improvements in pedagogical approaches and school management (COM-OpObj-6)

C.7 Topics

Please list the main thematic areas (maximum 3) of your Partnership using the terms mentioned in table E in the annex. In case none of the proposed classification fits to your theme, please add the topic under "Other":

Nr	Topic (maximum 3) – Table D -
1	TOPIC-25 –New technologies, ICT
2	TOPIC-19 – Family/ parent education
3	TOPIC-63 – Development of common training contents and concepts

C.8 Dissemination and use of results

How will you disseminate and use the results, experiences and, where applicable, products of the Partnership?

- in the participating regions?
- at national/ European level?
- others?

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AT INVOLVED INSTITUTIONS LEVEL

A booklet/ brochure about the project will be produced starting to be exposed to the different involved institutions.

Furthermore, collaborating institutions will present the results in the various committees or organs of government to ensure a continuous flow of information about the project.

Information on the project will be posted in the media of the associated institutions. More specifically:

School Radio: some of the involved schools have a School Radio or are planning to create it . Our programs will incorporate a section that will be related to the actions taking place in the project. These programs are announced to the educational community.

School Magazine: some participant schools have one. In the issues we publish, students usually perform articles about the activities developed in the classroom and the project will be one of them.

Website: We encourage participants to visit our website to see the different incorporated projects. The hole project will be posted on the website so the families will be able to read it.

AT LOCAL LEVEL

Both regions authorities will disseminate a brochure of the project in their localities and will publish it on their website.

Articles on the project will also be published in local newspapers.

AT REGIONAL LEVEL

Principals from the School district and the authorities of Education will join the project.

News about the project activities will be published in the local and regional press and mass media.

We will also publish all digital materials in the European website so that they will be able to use by teachers and families from all over Europe.

As well, the Regional Teachers Training Centre in Toledo will promote all the project activities, publishing them on the regional training web site and the virtual training platform.

C.9 Sustainability

Will European cooperation continue after the end of the funded partnership? Please outline your expectations concerning future cooperation between your regions and within the partner regions, the sustainability of results (e.g. implementation of good practice, use and further development of new tools or approaches) as well as other possible measures to sustain your activities

The origin of the project was taken under a preparatory visit Spain carried out. The idea emerged from the possibility to create a platform in order to exchange ideas related to ICT in our schools. Moreover, we want to put into practice the different experiences we achieve during these two years of working with different institutions. This platform is going to be coordinated by the CRFP in Spain (Regional Center of Professional Training) from our region and its role will be to select those innovative ICT projects or activities and try to disseminate the best result. On the other hand, the Finnish institutions involved will choose the most suitable activities to put them into practice both in Finish and Spanish schools. We consider that this is a good way to share ideas and expand the framework and to ensure innovation.

In Spain the CRFP could establish some kind of stable relationship with the Finnish region that allows more than exchanging innovative ICT activities. During the last term of the project we will discuss the possibility of the development of new projects with other institutions from different regions to enable us to study new topics and issues in depth.

One of our partnerships, IES Añover del Tajo, suggests organizing an exchange project with their students. They want to promote other cultures and languages among their students. Due to the fact that the students are in secondary and High school, teachers want to give the pupils the opportunity to meet other students from other countries and exchange experiences.

D. Proposed activity data

Work programme: planned activities of each participating organisation

Please summarise in the table below the planned Partnership activities for both partner regions in the Partnership. Please present the activities for both academic years 2013/14 and 2014/15, in a chronological order. The eligibility period of activities starts on 1 August 2013 and ends on 31 July 2015.

D.1 Planned project activities (other than mobility)

Partner region 1	Approx. starting date MM/YY	Activity description (organisation of an event, publication, study, website, etc.)
	2013 -14	First year
City of Akaa /Coordinators of the partners / All schools	9 / 13	Establishment of the Steering Group <ul style="list-style-type: none"> the implementation of activities through the project sharing the ideas with Spain on skype connection
City of Akaa Viialan keskustan koulu all participants involved	09/13	Starting meeting of the term for all participants. <ul style="list-style-type: none"> Establishing meeting and working schedule for the terms work Naming the ICT-groups in every school involved Inquiry for the partners of the needs concerning the theme and planned workshops Talk of an expert: "ICTs in European education: current and future challenges, Future school"
Tietohallinto / In all schools	9 - 11/13	<ul style="list-style-type: none"> Exchange / "shadowing" of the ICT coordinators / experts between the different educational institutions involved Equipment inventory and follow-up plans
In all schools	9 /13 – 6 /15	Spanish lessons for all involved participants <ul style="list-style-type: none"> The use of ICT in language learning and teaching in practice some parts online
In all schools	10/13	Development of the web platforms <ul style="list-style-type: none"> exchange and communication with the input of the participating institutions the learning platform for the students / families / teachers
In all schools	10/13	Activity with students: <ul style="list-style-type: none"> exchange of emails for improved foreign language proficiency Creation in every school of the Comenius Regio Corner with materials from the partner region and creating a Regio space in each participating institution web.
Toijalan yhteiskoulu / In all schools	11/ 13 – 2 /14	Workshops for the teachers and schools involved <ul style="list-style-type: none"> use of the new technology in teaching(smart board etc) use of learning platforms

		<ul style="list-style-type: none"> • use of blogs and SOME in teaching <p>Workshops for the families</p> <ul style="list-style-type: none"> • use of the student platform and blogs at home
Steering group / Viialan keskustan koulu	11/13	<p>Meeting with the Steering group</p> <ul style="list-style-type: none"> • mid term refecton <ul style="list-style-type: none"> ○ what have we learned , is all in use ? • plans for the becoming term • planning the project meeting in February • sharing the ideas with Spain on skype connection
Tietolan koulu / all schools involved	11 / 2013	<p>Workshops for all the involved teachers</p> <ul style="list-style-type: none"> • use of the e-notebook, Wilma, in making the personal learning plans for the students with special needs and learning disabilities
Steering group / Viialan keskustan koulu	11/13	<ul style="list-style-type: none"> • Development of the study about the needs and problems related to ICT and the new national curriculum in the institutions involved and at various levels: institutional, families, students and teachers
Valkeakoski City / All partners involved	1/14	<p>Seminar for all participants.</p> <ul style="list-style-type: none"> • Results of the study about the needs and problems related to the ICT and the new national curriculum in the institutions involved <p>Talks / trainers:</p> <ul style="list-style-type: none"> • ICT as an innovation resource in our teaching process: new approaches • Headlines of ICT based learning in the new national curriculum • How to create a school radio / net radio ? • Plug and play – learning games
In all schools	2 – 4 /14	<p>Workshops for the teachers and schools involved</p> <ul style="list-style-type: none"> • use of the net/school radio /creating the net radio for schools • learning games
Upper Secondary School in Akaa	2 / 14	<p>Workshops for the upper secondary school teachers</p> <ul style="list-style-type: none"> • use of the computer in the national matriculation examination
Pappilan koulu / all participants	2/14	<p>Start working on the regional ICT-curriculum based on the new national curriculum</p> <ul style="list-style-type: none"> • ICT-teams in schools
Steering group / Viialan keskustan koulu	3/14	<p>Meeting with the Steering group</p> <ul style="list-style-type: none"> • Planning and organization of an awareness campaign <ul style="list-style-type: none"> ○ copyright issues ○ on the social networks and security, involving educational sectors through specific activities (workshops, talks, brochures, web quests, etc..). • Sharing the ideas with Spain on skype connection
All participants	4/14	<p>Open door Day on the networks/ICT with pupils and families.</p>
In all schools	5/14	<p>Activity with students:</p> <ul style="list-style-type: none"> • exchange of emails and skype connections for improved foreign language proficiency • new netradios online and blogs in use
Coordinators of the partners institutions	5/14	<p>Meeting with the Steering group</p> <ul style="list-style-type: none"> • First year evaluation Activity • Collecting the ideas of the regional ICT – curriculum
	2014 - 15	Second year
Steering group / Viialan keskustan koulu	8/14	<p>Meeting with the Steering group</p> <ul style="list-style-type: none"> • Lines and themes for the second year

		<ul style="list-style-type: none"> • Start collecting the outcome ideas of the ICT-curriculum • Sharing the ideas with Spain on skype connection
Tietohallinto / In all schools	9 - 11/14	<ul style="list-style-type: none"> • exchange / "shadowing" of the ICT coordinators / experts between the different educational institutions involved • Equipment inventory and follow-up plans • Face to face leading / teaching
City of Akaa / Viialan keskustan koulu / all partners involved	09/14	<p>Starting meeting of the term for all participant</p> <ul style="list-style-type: none"> • Establishing semiannual meeting schedule for the term work. • Inquiry for the partners of the needs concerning the theme and planned workshops/training and activities • Talk of an expert: "Quality indicators in the introduction of ICT in the teaching-learning process". • Workshops on the ICT-curriculum
Roukon koulu / all partners involved	10-12 /14	<p>Share the ideas of best practices on ICT</p> <ul style="list-style-type: none"> • create and collect a manual in "Best Practices in the incorporation of ICT". <p>Dump innovative materials created by the partners</p> <ul style="list-style-type: none"> • in the web platform • for exchange and communication with the participating institutions of the two partner regions <p>Make a collection of the best programmes/software in daily use</p>
All partner schools	10-12 /14	<p>Teacher shadowing (pair working)</p> <ul style="list-style-type: none"> • to share good practices and materials face to face • to share material and ideas of ICT based learning
Steering group / Viialan keskustan koulu	12/14	<p>Meeting with the Steering group</p> <ul style="list-style-type: none"> • mid term reflection <ul style="list-style-type: none"> ◦ what have we learned , is all in use ? • plans for the becoming term • finalize the regional ICT - curriculum • planning the project meeting in February • sharing the ideas with Spain on skype connection
Akaan kaupunki / all participants	1/15	<p>Seminar for all participants</p> <ul style="list-style-type: none"> • Publication of the manual "Best Practices in the incorporation of ICT". • Publishing the ICT-curriculum • Initial talk-presentation: "Evaluation on the implementation of ICT in schools" <p>This session we will have a workshops/training on:</p> <ul style="list-style-type: none"> • foreign language learning through ICT • other topics out coming from the ICT-curriculum
Steering group / Viialan keskustan koulu	2/15	<p>Meeting with the Steering group</p> <ul style="list-style-type: none"> • Planning and organization of a campaign on the privacy in the net and cyber bullying, copyright issues • involving educational sectors through specific activities (workshops, talks, brochures, web quests, etc..). • sharing the ideas with Spain on skype connection •
Coordinators from all partner institutions	3/15	<p>Development of</p> <ul style="list-style-type: none"> • assessment instruments on the implementation of ICT in school (teacher 's self-evaluation questionnaire and center evaluation questionnaire)

		<ul style="list-style-type: none"> Questionnaire of the equipment and software used during this project
All participants	4/15	Open door Day on the networks/ICT with pupils and families <ul style="list-style-type: none"> Day on on the privacy in the net and cyber bullying Use of SOME copyright issues
In all schools / Secondary and Upper Secondary	4/15	Activity with students: <ul style="list-style-type: none"> exchange of emails and skype connections for improved foreign language proficiency "skype-seminar" online with students about cyper bulling and the use of SOME
All participant / Steering group / Viialan keskustan koulu	5/15	Ending meeting of the project for all participant <ul style="list-style-type: none"> Development and planning in the preparation of the final report. End-of-year and project evaluation Activity. results of the questionnaires plans for the further cooperation on region and with Spain
Steerin group and the coordinators from	6/15	Meeting with the Steering group and coordinators <ul style="list-style-type: none"> In order to give continuity to our project and in order to be a starting point for future joint projects, Start with the planning and organization to transform the project web platform in a lasting platform for the exchange of innovative proposals between the two regions on ICT. Make a plan how to spread the idea got during this project to other schools in the region Finishing the final report

Add rows if necessary

Partner region 2	Approx. starting date MM/YY	Activity description (organisation of an event, publication, study, website, etc.)
MANCOMUNIDAD DE LA SAGRA BAJA	09/13	<ul style="list-style-type: none"> Initial project meeting of the term of all participants. Establishing semiannual meeting schedule for the semester work. Initial presentation. <ul style="list-style-type: none"> Talk of an expert: "ICTs in European education: current and future challenges".
CEIP NUESTRA SEÑORA DE LA ASUNCIÓN	10/13	<ul style="list-style-type: none"> Development of the web platform of exchange and communication with the input of the participating institutions.
IN ALL SCHOOLS	10/13	<ul style="list-style-type: none"> Creation in every school of the Comenius Regio Corner with materials from the partner region and creating a Regio space in each participating institution web.
IN ALL SCHOOLS	10/13	<ul style="list-style-type: none"> Exchange of ICT coordinators between the different educational institutions involved.
CENTRO REGIONAL DE FORMACIÓN DEL PROFESORADO DE CASTILLA LA MANCHA C.R.F.P.	11/13	<ul style="list-style-type: none"> Development of the study about the needs and problems related to ICT in the institutions involved and at various levels: institutional, families, students and teachers.
CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. CONDE DE MAYALDE	1/14	Meeting end of term. <ul style="list-style-type: none"> Results of the study about the needs and problems related to ICT in the institutions involved Semester Assessment Activity

		<ul style="list-style-type: none"> • Workshop "ICT as an innovation resource in our teaching process: new approaches".
CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. SANTA MARINA	2/14	<p>Project meeting initial term of all participants.</p> <ul style="list-style-type: none"> • Initial talk-presentation of an expert: "The family involvement as a quality digital literacy element with our students".
CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. NUESTRA SEÑORA DE LA SALUD	3/14	<ul style="list-style-type: none"> • Planning and organization of an awareness campaign on the social networks and security, involving educational sectors through specific activities (workshops, talks, brochures, web quests, etc..).
INSTITUTO DE EDUCACIÓN SECUNDARIA I.E.S. SAN BLAS	4/14	<p>Development of the Family School on ICT. Selection and development of various didactic units related to important topics in a brochure or as a user manual for its distribution as well as an interactive web platform formative for families with the contents worked.</p>
IN ALL SCHOOLS	4/14	<ul style="list-style-type: none"> • Development in schools of an awareness campaign/ Day on the social networks with pupils and families.
IN ALL SCHOOLS	5/14	<p>Activity with students: exchange of emails for improved foreign language proficiency.</p>
ASOCIACIÓN DE MADRES Y PADRES SAN ROQUE	6/14	<p>Project meeting end-of-the term(June).</p> <ul style="list-style-type: none"> • Workshop of the entities involved (January) on a common and important topic in the use of ICT in the classroom."Collaborative activities with ICT". • First year evaluation Activity
MANCOMUNIDAD DE LA SAGRA BAJA	09/14	<p>Initial project meeting of the term of all participants. Establishing semiannual meeting schedule for the semester work. Initial presentation.</p> <ul style="list-style-type: none"> • Talk of an expert: "Quality indicators in the introduction of ICT in the teaching-learning process".
CEIP NUESTRA SEÑORA DE LA ASUNCIÓN	10/14	<ul style="list-style-type: none"> • Development between the contributions of the institutions of a manual to assist schools in "Best Practices in the incorporation of ICT".
IN ALL SCHOOLS	11/14	<p>Start up of a School Families in schools supported by AMPA and Association of Municipalities</p>
CENTRO REGIONAL DE FORMACIÓN DEL PROFESORADO DE CASTILLA LA MANCHA C.R.F.P.	12/14	<ul style="list-style-type: none"> • Dump innovative materials of the institutions in the web platform of exchange and communication with the input of the participating institutions of the two partner regions.
CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. CONDE DE MAYALDE	1/15	<p>Meeting end of term.</p> <ul style="list-style-type: none"> • Publication of the manual "Best Practices in the incorporation of ICT". • This session we will have a workshop on a common and important topic in the use of ICT in the classroom based on foreign language learning through ICTs.
CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. SANTA MARINA	2/15	<p>Project meeting initial term of all participants.</p> <ul style="list-style-type: none"> • Initial talk-presentation: "Evaluation on the implementation of ICT in schools"
CENTRO DE EDUCACIÓN INFANTIL Y PRIMARIA C.E.I.P. NUESTRA SEÑORA DE LA SALUD	3/15	<p>Planning and organization of a campaign</p> <ul style="list-style-type: none"> • on the privacy in the net and cyber bullying, involving educational sectors through specific activities (workshops, talks, brochures, web quests, etc..).
INSTITUTO DE EDUCACIÓN SECUNDARIA I.E.S. SAN BLAS	4/15	<ul style="list-style-type: none"> • Development of assessment instruments on the implementation of ICT in school (teacher´s self-evaluation questionnaire and center evaluation questionnaire)
IN ALL SCHOOLS	5/15	<p>Organization in schools of an awareness campaign/ Day on on the privacy in the net and cyber bullying with pupils and</p>

		families.
ASOCIACIÓN DE MADRES Y PADRES SAN ROQUE	6/15	<p>Project meeting end-of-term and end of project.</p> <ul style="list-style-type: none"> • Project meeting end-of-term (June). • Development and planning in the preparation of the final report. • End-of-year and project evaluation Activity.
CENTRO REGIONAL DE FORMACIÓN DEL PROFESORADO DE CASTILLA LA MANCHA C.R.F.P.	6/15	<ul style="list-style-type: none"> • In order to give continuity to our project and in order to be a starting point for future joint projects, start with the planning and organization to transform the project web platform in a lasting platform for the exchange of innovative proposals between the two regions on ICT. • Diffusion of results of our project through the Training Center (seminars)

Add rows if necessary

D.2 Planned mobilities

What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility² (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

Please note that mobility activities can take place only between organisations included in this application or to events organised by the partnership project.

Mobility may normally only be undertaken by staff of the organisations included in this application. Please note that any participation of pupils in mobilities has to be justified with regard to the aims of the partnership. In case you plan to involve pupils in mobilities, please indicate this in the column "Planned mobility description". A justification has to be annexed to the application.

Partner region 1

Approx. starting date mm/yy	Planned mobility description (travel to a project meeting, seminar, conference, etc.)	Sending Organisation ³	Duration	Destination (place and organisation)	No of persons travelling
MAY-2014	travel to a project meeting	LOCAL AUTHORITIES (Akaa, Valkeakoski) 5 SCHOOLS ICT-center	5 DAYS	ALAMEDA-REGION 2	12
SEP-2014	PROJEC MEETING-COORDINATORS	LOCAL AUTHORITY SCHOOLS	3 DAYS	ALAMEDA-REGION 2	3
MAY-2015	travel to a project meeting	LOCAL AUTHORITIES (Akaa, Valkeakoski) 5 SCHOOLS ICT-center	5 DAYS	ALAMEDA-REGION 2	12
During the project	Teacher exchange and shadowing	LOCAL AUTHORITY SCHOOLS	5 DAYS	ALAMEDA-REGION 2	4

Add rows if necessary

Partner region 2

Approx. starting	Planned mobility description	Sending Organisation ⁴	Duration	Destination (place and	No of persons
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² "In-country" mobility to or from Overseas Countries and Territories and ultra-peripheral regions of the EU will also be considered as transnational mobility, e.g. mobility by a beneficiary from mainland France to a partner in Martinique.

³ Please indicate if the mobility is done by the local or regional authority, a school or other organisation.

⁴ Please indicate if the mobility is done by the local or regional authority, a school or other organisation.



date mm/yy	(travel to a project meeting, seminar, conference, etc.)			organisation)	travelling
OCT-13	PROJEC MEETING- COORDINATORS	LOCAL AUTHORITY SCHOOLS	3 DAYS	Akaa- REGION 1	3
JANUARY 2014	travel to a project meeting	LOCAL AUTHORITY 5 SCHOOLS 1PARENTS ASSOCIATIOON 1REGIONAL TEACHER TRAINING CENTER	5 DAYS	Akaa- REGION 1	10
JANUARY 2015	travel to a project meeting	LOCAL AUTHORITY 5 SCHOOLS 1PARENTS ASSOCIATIOON 1REGIONAL TEACHER TRAINING CENTER	5 DAYS	Akaa- REGION 1	11

Add rows if necessary