



**A. General Information**

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit and about the Agency that will receive, assess and select your proposal;
- Participating organisation(s): this section asks for information about the applicant organisation and - if relevant - about any other organisation involved as partners in the project;
- Description of the project: this section asks for information about all the stages of the project: preparation, implementation of main activities (meaning the Mobility activities) and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application.
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form online.

For more information on how to fill in this application form, you can read the Technical Guidelines for e-Forms.

For more information on the award criteria according to which the quality assessment of this application will be done please refer to the Programme Guide.

**B. Context**

Programme	Erasmus+
Key Action	Learning Mobility of Individuals
Action	Mobility of learners and staff
Action Type	School education staff mobility
Call	2015
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	04-03-2015 12:00:00
Language used to fill in the form	English

**B.1. Project Identification**

Project Title	S.M.I.L.E. - Staff MobilLity for school rEvolution
Project Start Date (dd-mm-yyyy)	01-06-2015
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	01-06-2017
Applicant Organisation Full Legal Name (Latin characters)	Joutsan kunta opetustoimi

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Form hash code: 9F3626F27B9A66EB



## B.2. National Agency of the Applicant Organisation

Identification

FI01 (SUOMI / FINLAND)

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

[http://ec.europa.eu/education/erasmus-plus/national-agencies\\_en.htm](http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm)



**C. Participating organisation(s)**

**C.1. Applicant Organisation**

PIC	931597701
Full legal name (National Language)	Municipality of Joutsa Education department
Full legal name (Latin characters)	Joutsan kunta opetustoimi
Acronym	
National ID (if applicable)	0174108-9
Department (if applicable)	
Address	Länsitie 5
Country	Finland
Region	FI193 - Keski-Suomi
P.O. Box	
Post Code	19650
CEDEX	
City	Joutsa
Website	www.joutsa.fi
Email	kunta@joutsa.fi
Telephone 1	+358400 454 044
Telephone 2	
Fax	+35814 882 004

**C.1.1. Profile**

Type of Organisation	Local Public body
Is your organisation a public body?	Yes
Is your organisation a non-profit?	Yes
Total number of staff	43
Total number of learners	449



**C.1.2. Consortium**

Are you applying on behalf of a consortium?

Yes

**C.1.2.1. Consortium Member**

PIC

931590232

Full legal name (National Language)

Joutsa High School

Full legal name (Latin characters)

Joutsan lukio

Acronym

National ID (if applicable)

0174108-9

Address

Koulutie 2D

Country

Finland

Region

FI193 - Keski-Suomi

P.O. Box

Post Code

19650

CEDEX

City

Joutsa

Website

www.joutsa.fi

Email

lukio@joutsa.fi

Telephone 1

+358408469149

Telephone 2

Fax

**C.1.2.1.1. Profile**

Type of Organisation

School/Institute/Educational centre – General education (secondary level)

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Total number of staff

16

Total number of learners

87



**C.1.2.2. Consortium Member**

PIC	931589165
Full legal name (National Language)	Joutsa Secondary School
Full legal name (Latin characters)	Joutsan yhtenäiskoulu
Acronym	
National ID (if applicable)	0174108-9
Address	Koulutie 2D
Country	Finland
Region	F1193 - Keski-Suomi
P.O. Box	
Post Code	19650
CEDEX	
City	Joutsa
Website	www.joutsa.fi
Email	yhtenaiskoulu@joutsa.fi
Telephone 1	+358408469149
Telephone 2	
Fax	

**C.1.2.2.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Total number of staff	34
Total number of learners	307

**C.1.2.3. Consortium Member**

PIC	931588001
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Full legal name (National Language)	Kurkiaura Secondary School
Full legal name (Latin characters)	Kurkiauran koulu
Acronym	
National ID (if applicable)	0174108-9
Address	Leivonmäentie 6
Country	Finland
Region	FI193 - Keski-Suomi
P.O. Box	
Post Code	41770
CEDEX	
City	Leivonmäki
Website	www.joutsa.fi
Email	kurkiauran.koulu@joutsa.fi
Telephone 1	+35840 358 8146
Telephone 2	
Fax	

**C.1.2.3.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Total number of staff	4
Total number of learners	34

**C.1.2.4. Consortium Member**

PIC	931588486
Full legal name (National Language)	Mieskonmäki Secondary School
Full legal name (Latin characters)	Mieskonmäen koulu



Acronym	
National ID (if applicable)	0174108-9
Address	Hirvensalmentie 193
Country	Finland
Region	FI193 - Keski-Suomi
P.O. Box	
Post Code	19670
CEDEX	
City	Mieskonmäki
Website	www.joutsa.fi
Email	mieskonmaki@joutsa.fi
Telephone 1	+35840 561 7445
Telephone 2	
Fax	

**C.1.2.4.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Total number of staff	2
Total number of learners	22

**C.1.3. Background and Experience**

Please briefly present your organisation.

Joutsa municipality is a village of 4 857 inhabitants. Joutsa is lies in South-East of Central Finland. Nearest bigger cities are Jyväskylä, 70 kilometres North, and Lahti, 90 kilometres to South.  
In Joutsa municipality the common occupations is agricultural occupation in farming and forestry and nursing in municipality's health services. In Joutsa there are 2515 summer cottages, that means that in the summers the number of inhabitant will double because people are spending time in their summer cottages. The unemployment rate is 14% (2012), there are about 30 unemployed people who are under 29 years old. Most of the adults have a vocational education (58%) and 17% of adults have a higher university education.  
Joutsa municipality has several small schools for children and young people. Primary school, compulsory school (3 lower grades schools and one upper grades school) and a high school. There are about 300 pupils and students studing in Joutsa's schools and



there are about 50 teachers in these schools.

The secondary- and high schools are in the centre of Joutsa and their facilities have just been built in updated form. In secondary school there are grades 1.-9. All handicrafts, arts and music have got totally new premises with new equipment. Grades 1.-4. got a new "wing" and the yard has also been put in new shape. In secondary school it is challenging to teach all pupils in the same classes even though there are pupils of special needs, this is due the integration aim as in other Finnish schools also. In yhtenäiskoulu we have 2 special teachers in grades 1.-6., one special teacher in grades 7.-9. and one special teacher who goes both in Mieskonmäki and Kurkiaura schools.

In our high school there are about 90 students, most of them are from Joutsa and Hartola (20 km to South), some are also further away, from Korpilahti and Sysmä. Our high school is a melting box for all students of this width area. High school premises got ready about a year ago and now there is good classes and a nice big room where students can read and spend time in breaks. All classrooms have new ICT equipment which are used actively in teaching.

Kurkiaura secondary school has grades 1.-6. and the school lies in Leivonmäki. Leivonmäki is 20 km North from Joutsa and next to the main road E4. Leivonmäki used to be an independent municipality but a few years ago there happened a fusion and Leivonmäki was attached to Joutsa.

Mieskonmäki secondary school has grades 1.-6. and the school lies in Mieskonmäki village, about 20 km North-East from Joutsa. Mieskonmäki is a very small village rounded with mainly forests and small farms.

Most of our pupils and students travel even 1 hour to school and same time in the afternoon back home. There is not so many possibilities for hobbies and taking care of social relationships in the evenings because the distance to the village centre can be so long and not all parents are able to drive children to their hobbies or friends. That is why the school has so big a meaning for all pupils and students: it is the place where it is possible to meet friends and also get new perspectives and have possibilities to experience new activities. It is important that our teachers have new ideas and possibilities, because through them these new activities etc will be transmitted for our young people and will benefit their lives.

What are the activities and experience of your organisation in the areas relevant for this application?

In previous years only high school teachers have been active in these international issues. Our teachers in high school has made an internationalisation strategy. The main value which guides our international work is to promote students mental and physical wellbeing.

The aims in our internationalisation strategy are:

- 1) To increase students internationalisation at home through international visitors. We have organised a yearly schedule for different international events and visitors. Our teachers have searched international characters out of their courses. Etwinning makes international contacts possible during the lessons also.
- 2) Good and permanent relationships to partner schools in abroad. At the moment we are working with cooperation with one French and two German schools, with one Italian and two Spanish schools we are planning an Erasmus+ project. We are hosting one Austrian teacher this year in their KA1-project. Cooperation with local Lions-club for organizing information events for students.
- 3) To tight internationalisation even firmly and efficiently in different subjects and to teaching. Students are being motivated to collect "International studies"-passport.
- 4) To use ICT tools in teaching and learning more efficiently. Etwinning and skype have been used in English, German and counseling lessons.
- 5) To make high school studies a tempting possibility for younger pupils and motivate them with updated teaching methods.
- 6) To tight up firmly together our entrepreneurial-fundraising projects with our international mobility projects. Our big aim is to give our students the possibility for mobility projects despite of the family's economical situation. Fundraising projects teach many good entrepreneurial skills and this attitude will be translated to students other studies too.
- 7) To raise students interest for global issues and that way strengthening their active citizenship. Different school subjects, an active students board and tutor-students and the cooperation with our community's local enterprises are the means for that.

Our high school has carried out several projects, only two of them (Italy 2011 and Euroscola 2013) has been funded by CIMO and EU. For all the others (London 2013, Germany 2014, French visitor group in February and December 2014) we have been raising money for ourselves, for example by making a yearly Calendar (students own photos), selling toilet paper and organizing music concerts. The cooperation with the French school is continuing: this spring one Finnish and one French students are having a mobility exchange between schools and next autumn our group with 33 students will travel to LaPommeray to meet our friendschool there. These projects have taught us a lot: carrying out international, fund raising skills, teamwork skills etc. International projects offers a great opportunity for learning, also for the teachers! These fund raising projects are very important part of our international projects, both of them support one another.

The work that our high school teachers have done so far is very fine and important. They have made good guidelines for all our other





schools and now the next aim is that we would have a common "Internationalization plan" for all our schools. SMILE is going to make a revolution happen in our municipality, that is a more international view for all our teaching and other activities. We also hope that through this project more teachers will be interested in starting different international projects with partner schools abroad!

Please give information on the key staff/persons involved in this application and on the competences and previous experience that they will bring to the project.

The main organizer is the head of the Joutsa municipality's teaching department. She knows how the processes how decisions are made in our municipality and she has good relationships with the other department chiefs in our municipality.

The contact person in this project works in upper secondary- and high school as a students counselor and also she is the vice principal of high school. She has worked very actively in all our previous international projects, both in applying those possibilities, applying the money and in organizing the actual event at our school. She has excellent knowledge of how to carry out various projects, she is a good organizer. She knows all our municipality's teachers and that is why she is a good person to be the contact person who coordinates these job shadowing events.

Contact person has participated in two eTwinning learning event, has found several potential partners through eTwinning, has done one eTwinning "Shape your future"-project in previous years and this year is doing a "Spanish and Finnish Penpals"-project with a Spanish partner. She participated a preliminar planning visit to Bitterfeld Germany in 15.-19.2.2015. The visits aims was to plan a KA2-project with that partner school.

Have you applied for/received a grant from any European Union programme in the 12 months preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Valmisteleiva vierailu	2015	2014-PV-KA201-64	Joutsa High school/Sanna Pienmäki

#### C.1.4. Legal Representative

Title

Gender

Female

First Name

Päivi

Family Name

Hakulinen

Department

Position

Chief of the education department

Email

paivi.hakulinen@joutsa.fi

Telephone 1

+358400641105

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

Address

Länsitie 5

Country

Finland

Region

FI193 - Keski-Suomi



P.O. Box	
Post Code	19650
CEDEX	
City	Joutsa
Telephone 2	

**C.1.5. Contact Person**

Title	
Gender	Female
First Name	Sanna
Family Name	Pienmäki
Department	
Position	counselor and vice principal
Email	sanna.pienmaki@joutsa.fi
Telephone 1	+358408469149

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

Address	Koulutie 2D
Country	Finland
Region	FI193 - Keski-Suomi
P.O. Box	
Post Code	19650
CEDEX	
City	Joutsa
Telephone 2	

If your project includes job shadowing or teaching assignment at a partner organisation abroad, please click the button below to add information about the partner organisation(s).



**C.2. Partner Organisation**

PIC	942173611
Full legal name (National Language)	IIS "VIALE ADIGE"
Full legal name (Latin characters)	IIS "VIALE ADIGE"
Acronym	
National ID (if applicable)	91038370580
Department (if applicable)	
Address	VIA DELLA POLVERIERA 2
Country	Italy
Region	ITI4 - Lazio
P.O. Box	
Post Code	00053
CEDEX	
City	CIVITAVECCHIA
Website	WWW.IISADIGE.IT
Email	
Telephone 1	+3906121126020
Telephone 2	
Fax	+390766501472

**C.2.1. Profile**

Type of Organisation	School/Institute/Educational centre – Vocational Training (secondary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes
Total number of staff	150
Total number of learners	878

**C.2.2. Background and Experience**

Please briefly present the partner organisation.

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Institute of Secondary Education has recently formed in where three high schools already in the territory for many years have met. They strongly believe that the school is not only study but the institution that welcomes, accompanies, develops, creates and forms the personality of the learner. The students create their personal curriculum by developing personal skills, social and professional through a teaching that combines both the theoretical aspect that the practical value-professional. Their Institute, in fact, aims to train not only the student but the person who can understand, acquire the ability to form a citizen, a worker, a young man ready to face the challenges of the future. With this in mind, the Institute collaborates with various structures and local authorities to give extensive training opportunities through internships and apprenticeships that develop a good understanding of the resources and opportunities that the area offers.

The educational courses are characterized by an organic connection with the local business through relationships with institutional, economic and social in the area, including the voluntary and private social services.

The IIS "Viale Adige" is therefore composed of three business addresses:

1) Fine Dining and Hospitality hotel "Lucio Cappannari", which originated in the school year 1999/2000 and in a short time has established itself in the area coming into contact with numerous companies in the sector. Has close working relationships with hotels and restaurants, with local authorities, with the Administrations of the territory. Their students through Alternation scuolalavoro do internships and apprenticeships both domestically and abroad.

The school offers a program of study consists of two two-year periods and a fifth year. The first two years provides a general cultural background that allows the acquisition of basic skills, the second two years allows training in the chosen field, and the last year can deepen the preparation in terms of management and management of the hotel company and the specialization in the chosen field and at the end of the five-year study can be accessed at the University. Besides the cultural and professional, the school offers projects and activities that aim to foster the growth of training and education and to enhance all aspects relating to the enhancement of the skills shown.

2) Technical tourism "Benedetto Croce", a training institute recently, replacing the professional institute for Commercial and Tourist Services. The identity of 'technical institute is characterized by a solid foundation of scientific and cultural language in line with the European Union. This course uses a curriculum of studies and activities technical practices that facilitate and enhance the skills needed to access to employment and allow the continuation of studies in university faculties. The school offers a curriculum format on two-year periods and a fifth year; in the first two years are completed common disciplines and basic and the second is characterized by the area chosen. From the first year it is planned to study three languages (English, French and Spanish). In the fifth year of the study is scheduled for steering in a Community language and, according to recent legislation, are already implemented by the third year projects alternation work that enhance and ensure greater technical skill acquisition practices expendable in the working world.

3) Technical Statement "Guido Baccelli" that develops professionals own the financial sector of the economy, offers a complete preparation and collaborates with organizations that offer students situations of alternating training, workshops, internships, apprenticeships that favor 'acquisition of technical and professional skills.

L 'institute houses inside four computer labs and language and has a laboratory simulator for the enterprise simulated training. Three specific addresses:

a) Accounting, Finance and Marketing, which offers a solid cultural and technical skills to operate in the business system, use the tools of marketing, managing the insurance and financial products and work in the sector of the economy;

b) International Relations for Marketing characterized as part of corporate communications for the use of three foreign languages and appropriate technology tools for collaboration in the management of corporate relations, tourism and economic, on different geopolitical realities and different working contexts;

c) Business Information Systems allows this course allows the acquisition of advanced skills in the management of business.

What are the activities and experience of the organisation in the areas relevant for this application?

The IIS "Viale Adige" has always had a strong international focus, both mission that vision. Mission, as a professional school with the hotel address, technician for tourism and economic technician has, by its nature, an undeniable propensity paths. For vision, because all the bodies at the school (School Director, Institute Council, College teachers), students and their families share the same vision and are working towards the same direction which is to internationalize plans study. For this, the institute carries out many activities in the internationalization. Recently, in the course of this school year, the Institute organized or is organizing:

- Three study abroad for students aimed at specializing in languages studied in the curriculum: English, French and Spanish. The educational project aims to bring the teaching and learning of foreign languages outside the classroom, in the belief that kids today learn primarily through experience and that you can combine study, entertainment, culture and business. The project generally involves both classroom instruction in the morning, and educational activities in the afternoon, always with a team of native teachers specialized coordinated by accompanying teachers; the host family allows students to learn a foreign language in a real



context and to practice the language in everyday life, while the afternoon activities (hiking, company visits and tours) aim to broaden and deepen knowledge on the history, customs of host country and local companies. The destinations for the current school year are: Malta, Nice, Valencia and Dublin.

- Participation in the international market for tourism in Berlin, which will be held 5 to 9 March 2015 visit to the Career Center for orientation and search for ports working in tourism at European level;

- IFS - Simulated Training Building, 7th Workshop "IFS on board" 6 to 10 May 2015 intervention of leaders and officials Ministry of Education, in partnership with the Grimaldi Lines Tour Operator, organized by "Gulliver's Travels", which will cover the Civitavecchia-Barcelona

IIS Viale Adige will be the destination for our teachers interested in learning more about ESL, special needs, issues related to labour market and how help students be self-entrepreneurs.

Please give information on the key staff/persons involved in this application and on the competences and previous experience that they will bring to the project.

The team that is encharged of EU projects is particularly cohesive and motivated. It consists of 14 teachers, the vice Prof. Alessandrini, the Headmaster Professor Tinti, as well as administrative staff support with regard to economic and financial reporting procedures and payments and one project manager expert in EU Projects, Mrs. Chiara Frontini. Some teachers include, among its past experiences, participation in Comenius. However, the new Erasmus Plus appears to be structured in a way completely different from the previous LLP, with objectives and funding rules certainly more articulated and complex. For this reason, their staff actively participated in a training course, lasting 18 hours and funded by the school, focused exclusively on the Erasmus program and mobility opportunities for staff, for students (within VET) and strategic partnerships. This allowed all unit personnel involved to better understand the results expected from the new program, new priorities, the logic of intervention and imagine so mobility activities that would respond to best, being relevant in the logic of the new program to the point to be financed. Furthermore, the prof. Schioppa participated in the seminar information on Action Key 1 held by the National Agency.

The 14 teachers involved in mobility activities have different skills in relation to the subjects taught, which are deliberately varied in order to be able to ensure a comprehensive and profound impact on the education of our school. The team is then composed of:

- Mauro Adamo - Business Administration (encharged of Alternance School-Work)
- Patrizia Bedini - English (encharged of Students)
- Daniela Pascale - English (encharged of Students)
- Tiziana Brunetti - English
- Donato Colucci - Law and Economics (encharged of New Technologies)
- Antonella Schioppa - Law and Economic
- Tiziana Iacusso - Ed. Physics
- Maida Liana - French
- Angela Di Sabatino - Italian Literature (encharged of Educational offer and Evaluation)
- Christian Peroni - Ed. Physics
- Simonetta Ferri - Business Administration
- Luca Bonifazi - Law and Economic
- Marinella Scaccia - Ed. Physics
- Simonetta Tired - Italian Literature
- Paola Alessandrini - Vice Dean
- Stefania Tinti - Headmaster

The team divided the skills and their responsibilities in a clear and defined, so as to ensure good internal organization.

**C.2.3. Legal Representative**

Title	
Gender	Female
First Name	Stefania



Family Name	Tinti
Department	
Position	Dirigente Scolastica
Email	rmis04600d@istruzione.it
Telephone 1	0039 06121126020

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

**C.2.4. Contact Person**

Title	
Gender	Female
First Name	Chiara
Family Name	Frontini
Department	
Position	EU project Manager
Email	europject.vialeadige@gmail.com
Telephone 1	0039 3392643403

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



**C.3. Partner Organisation**

PIC	943656062
Full legal name (National Language)	
Full legal name (Latin characters)	Liceo Scientifico Statale "Paolo Ruffini"
Acronym	
National ID (if applicable)	80015790563
Department (if applicable)	
Address	Piazza Dante Alighieri 13
Country	Italy
Region	ITI4 - Lazio
P.O. Box	
Post Code	01100
CEDEX	
City	Viterbo
Website	www.liceoruffiniviterbo.gov.it
Email	
Telephone 1	+390761340694
Telephone 2	
Fax	+390761227186

**C.3.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes
Total number of staff	95
Total number of learners	1000

**C.3.2. Background and Experience**

Please briefly present the partner organisation.

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The Lyceum Ruffini of Viterbo is a really important education institution, consolidated in the educational landscape of the Province of Viterbo, named in honour of a famous mathematician. In particular, with regard to the latest developments of the school, the school year. 2010/11 marked the start of the reform of upper secondary school: the new plant curricular together with significant cultural and social changes have marked a real point of discontinuity.

In September 2011, the high school has activated the option of "Applied Sciences" and in 2014 a course of "Sport", thus allowing an expansion of educational opportunities.

We are the largest scientific school of the province; expectations of students who enrol and their families are very high because the school has an established name in the area and because the high school education is considered an excellent foundation for success in university studies and then fly social promotion.

The purposes our high school intends to reach, in accordance with the Constitution, is the unitary formation of the person and of the citizen through the development of critical skills. The high school education is characterized by openness to different knowledge, considered in their historical and theoretical dimension. It aims to integrate the various subject areas, going beyond the traditional opposition between the "two cultures": the humanities and science. The direct reading of literary texts, the study of the philosophical and scientific thought are a valuable asset for anyone who wants to not only understand, but also interact with a complex reality. Addressing the essential cores of the individual disciplines, principles and procedures, pointing out its similarities with other forms of knowledge, training high school is not intended to provide specialized training; intends instead to perform a function that is educational and cultural together. On the one hand it stimulates intellectual curiosity, reflection on worldviews and systems of meaning, the formation of belief, free and responsible; the other allows you to scan study methods, logic skills and linguistic, cultural frames of reference, tools of analysis, interpretation and judgment. These skills have a general educational value, as enhance the critical autonomy, fostering a creative and constructive relationship with the ever increasing complexity of reality.

The school recognizes the right of the student to be the subject of education and creates an educational activity which aims to stimulate the growth of human, civil and cultural; it is right to stress the importance of this goal and the delicacy of the processes involved from it. For this it is essential to achieve a favorable climate in the school, based on the sharing of educational aims and active collaboration. The construction of an educational atmosphere requires especially a mutual accountability among those most directly involved in the training process school: teachers, who through their professional commitment involved in promoting the educational process and provide tools for a serious education and the student, whose right to learn is linked directly with the duty to ensure an adequate commitment to learning. Nevertheless, it is very necessary to involve in the development plan of the school administrative staff, with specific reference to human resource management and hospitality.

This school, as state public school, has among the institutional formation of the citizen. With "citizenship" means not only the possession of specific rights and obligations to fulfill specific duties, but also the opportunity to contribute to the growth in political, social and cultural field.

From the perspective of infrastructure and technical equipment available, The Lyceum "Ruffini", in addition to rooms used as classrooms for the normal development of the lessons, has classrooms equipped with digital whiteboard and special classrooms such as a physics laboratory, one of chemistry and natural sciences, a computer lab, one language and a library of about 9,000 volumes. In addition, it has a second scientific laboratory, a budget of more widespread projectors and / or whiteboards LIM, as well as a significant renewal of the stations of the computers. We also understand how the school is equipped, from the material point of view, to be open to new technologies and the integration of foreign languages in everyday: it remains to be consolidated (and in some cases activate) the skills of teaching staff to the administrative order to maximize the results of interaction between man and machine.

What are the activities and experience of the organisation in the areas relevant for this application?

Continuing education is to teaching a true functional resource in the innovation process; So the upgrade, rather than a professional obligation, is a right, exercising which is realized an improvement of the work in terms of training proposal in terms of everyday teaching.

With the start in order of the teaching of non-linguistic subjects in a foreign language using the methodology CLIL in the fifth year of high school, faculty recipients of this mobility project have attended a training course for learning methodology. The goal is to consolidate the study method of foreign language learning of non-linguistic content, consistent with the cultural axis characterizing high school and with the development of personal interests of the students. However, it appears necessary to deepen our formation, the linguistic methodology.





Regarding the Area Education - Training, the Lyceum has designed and built over the course of several as functional activities to the development of skills and competences in output of its students, organized and coordinated by the teachers involved in this mobility project, sometimes assisted by associations or experts. These projects mainly intercultural education, through the language and computer certifications, exchanges and internships and care excellence, including the enhancement of science education and physical education and sports.

The high school has promoted experiences teaching laboratory that through the use of different languages and in view of " learning by doing ", exploiting the different abilities and skills, sharing skills, strengthening self-esteem.

Particular attention was paid in the years to strengthening the study of European languages in the perspective of the student's education as a European citizen, favoring certification mode of skills, initiatives for cultural exchanges and twinning, as well as increasing the use of information technology and multimedia as a tool for innovation teaching.

Some projects with an international vocation were made in recent years (es. programme IMUN - MODEL UNITED NATIONS) and a Leonardo project in collaboration with the United Network. In addition, for two years the school active internship language in Malta. Every year we organize trips abroad for classes V, and in the past we have made cultural exchanges with Holland and educational trips in Ireland.

This school will be the final destination of those teachers interested in counseling, scientific issues.

Please give information on the key staff/persons involved in this application and on the competences and previous experience that they will bring to the project.

The staff involved in the conception and design, in the case of financing, coordination and evaluation of this proposal is coordinated by Dr. Chiara Frontini, collaborator ongoing school and coordinator of the design, with many years experience in project management with specific reference to the scope of policies for training, education and youth. Our high school has established with Dr. Frontini an ongoing collaboration as part of the creation and management of complex designs, as well as the training addressed to teachers. In the last two school years this collaboration has created, successfully, the project Fa.Re. School - Family and Relations at School, funded by the Region of Lazio, and a training course aimed at teachers for the development of project management skills. The coordinator of the team is currently coordinating two projects Erasmus + Key Action 2 financed under the call 2014. The team members are:

- Maria Antonietta Bentivegna - Headmaster
- Nicoletta Deriu - Professor of Mathematics and Physics
- Alessandro Canu - Professor of Design and Art History
- Maria Letizia Catenaro - Professor of History, Italian and Latin
- Arena Giuseppina - Professor of Design and Art History
- Floriana Brozzoli - Administrative Director
- Maria Angela Martan - Administrative staff - human resource management
- Rachel Pirozzi - Administrative staff

Each staff member involved has contributed to the conception of this proposal, conducting an analysis done of the characteristics of the school, the needs and critical to deal with, their expectations and needs. The training experience of mobility, being by nature based on a professional project individually but embedded in the strategic vision of the institute, can be truly effective only if the objectives of the medium-long period of schools coincide with the motivation and enhancement teaching staff, effectively coordinated by the administrative staff.

The strength of the project team of the Lyceum Ruffini lies in the diversity of skills and roles of the staff that makes it up, representing all the key figures in the life of the Institute:

- Headmaster, responsible for the political and strategic direction of the school, as well as the coordination of relations between the School and its institutional, social, professional and cultural areas that will ensure a good dissemination of results and a constant dialogue with stakeholders, as well as the better use of learning outcomes achieved at the end of the project valuing the staff involved and placing the condition of being an ambassador of their experience at their.

**C.3.3. Legal Representative**

Title



Gender	<input type="text" value="Female"/>
First Name	<input type="text" value="Maria Antonietta"/>
Family Name	<input type="text" value="Bentivegna"/>
Department	<input type="text"/>
Position	<input type="text" value="Headmistress"/>
Email	<input type="text" value="vtps010006@istruzione.it"/>
Telephone 1	<input type="text" value="+390761340694"/>

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

**C.3.4. Contact Person**

Title	<input type="text"/>
Gender	<input type="text" value="Female"/>
First Name	<input type="text" value="Chiara"/>
Family Name	<input type="text" value="Frontini"/>
Department	<input type="text"/>
Position	<input type="text" value="EU project manager"/>
Email	<input type="text" value="europroject.liceoruffini@gmail.com"/>
Telephone 1	<input type="text" value="00393392643403"/>

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



**D. European Development Plan**

What are the needs of the consortium in terms of quality development and internationalisation? Please specify for each consortium member, identifying the main areas for improvement (for example management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, the organisation of teaching and learning).

Joutsa municipality is a small village quite far away bigger cities, but even so we want to be involved in international co-operation and we want to have updated knowledge of new methods used in Europe. The sosioeconomical background of our students is not high, there is much unemployment in Joutsa which affects the whole families. When a parent loses his/her job in Joutsa area, it is very difficult to find a new job, so the economical situation of these families can be poor a long period of time. Our students comes from a geographically a very wide area, their homes are in far places and their journey to school can last up to one hour! This means certain things for their free time and social relationships too. Often it is impossible to come again in the evenings to Joutsa to have a hobby or meet friends. That´s why it is very important to give them new perspectives for their lives during the school at school.

Administrator of our municipality would like to make the whole municipality a more attractive place to live, so that more families would move to live here and to stop young peoples moving elsewhere. It is sad that most of the youngsters want to move away after graduating.

Joutsa High school: Our high school would like to have more students to come and study in our school. It has been noticed that students appreciate our efforts to raise money ourselves so that all would have the opportunity to travel abroad at least once! These international projects are of great marketing value to our high school. This is the reason why our vice principal is so interested in learning new and better international project management and planning skills. High school education curriculums are soon chancing new and that means that new skills and attitudes are needed. Our partnerschool has a long tradition of CLIL, and that is something that we think that our teachers should also learn.

Even though Joutsa seems to be in the middle of the forests, it is important to realize that our teachers are educating new EU citizens and so it is important to give them knowledge and experiences of methods used in different parts of EU, because the things that teachers learn first are soon transmitted for the students.

Yhtenäiskoulu, Kurkiaura and Mieskonmäki secondary schools: Several children has various kinds of difficulties, with learning skills and/or with their behavior, and they all are still integrated in the same classes. It has been noticed that there are an increasing number of students who are quite good with their academic skills and an increasing number of those who have many different kinds of difficulties in their lives. This is very challenging for all our teachers as they are trying to find a balance between these different learners and at the same trying to make sure that everyone learns those issues mentioned in the National curriculum (OPS).

For all of our school´s teachers we want to give them opportunity to develop better language skills, to have new perspectives for teaching, to give an opportunity to reflect and analyze their own teacherhood in comparison to Italian teachers. Most of our teachers work iboth in high school and yhtenäiskoulu secondary schools, some teachers travel also to other our schools: music teacher travels between high school, yhtenäiskoulu and Mieskonmäki, one English teacher and one special teacher travels between yhtenäiskoulu, Kurkiaura and Mieskonmäki. It is important to notice, that their SMILE-education will benefit pupils and students in all our municipality´s schools.

The big aim for Joutsa municipality´s education department is to have an internationalisation plan for the future years! We believe that in achieving this big goal the SMILE -project will be enormous help for us!

Please outline the consortium´s plans for European mobility and cooperation activities, and explain how these activities will contribute to meeting the identified needs of each consortium member.

In Joutsa High school our teachers have made an internationalisation plan. The main value which guides our internationalwork is to promote students mental and physical wellbeing. The aims in our internationalisation plan are:  
1) To increase students internationalisation at home throug international visitors. We have organised a yearly schedule for different international events and visitors. Our teachers have searched international characters out of their courses. Etwinning makes international contacts possible during the lessons also.  
2) Good and permanent relationships to partner schools in abroad. At the moment we are working with cooperation with one French and two German schools, with one Italian and two Spanish schools we are planning an Erasmus+ project. We are hosting one Austrian teacher this year in their KA1-project. Cooperation with local Lions -club for organizing information events for students.  
3) To tight internationalisation even firmly and efficiently in different subjects and to teaching. Students are beeing motivated to



collect "International studies"-passport.

4) To use ict tools in teaching and learning more efficiently. Etwinning and skype have been used in English, German and counselling lessons.

5) To make high school studies a tempting possibility for younger pupils and motivate them with updated teaching methods.

6) To tight up firmly together our entrepreunal -fundraising projects with our internationla mobility projects. Our big aim is to give our students the possibility for mobility projects despite of the family's economical situation. Fundraising projects teach many good entrepreunal skills and this attitude will be translated to students other studies too.

7) To raise students interest for global issues and that way strenghtening their active citizenship. Different school subjects, an active students board and tutor-students and the cooperation with our community's local enterprises are the means for that.

The next big aim for Joutsa municipality's education department is to develop an internationalisation strategy for all our schools. We want to continue that effective and good co-operation we have had in high school, but we also want to have more teachers involved in internationalisation, also from other our schools than only high school.

We would like to find permanent and reliable partners with whom we could plan future projects and have continuety in our internationalisation processes. We want to develop our municipality's internationalisation strategy and project management skills trough this new project.

This KA1 -application is about 1) Job shadowing weeks will take place in Italy and 2) Language courses in English speaking country or Spain.

We are going to be the coordinator school in KA2 -project that we are applying this spring. Our job shadowing partner school is also involved in that project and in addission there are 3 other partner schools.

Development of the European and international dimension, as a function of a renewed motivation for teaching and internationalization of curricula: the whole project SMILE, in each of the individual mobility planned, intends to respond strongly to this need. We believe that the experiences of mobility can contribute greatly to raise the motivation of the teachers involved, contributing to their professional growth with a strong and lasting impact on the school system altogether.

A major effort but certainly, if awarded approval of projects, will give an impetus to our school and the internationalization of curricula training, providing our staff and students invaluable opportunities for personal and professional growth.

Please explain how the competences and experiences acquired by staff participating in the project will be integrated into the strategic development of each consortium member and of the consortium as a whole?

With SMILE our organization intends to organize activities aimed to rethink education in terms of investment in skills, in view of the socio-economic advantage for students who will become future stars of active European citizenship and for teachers that will enhance and multiply skills. For this, we intend to take full advantage of the opportunity offered by the mobility provided, so do not remain confined to a "stock" time, but become element of "flow" experiential continuous growth, the qualitative development and internationalization of our school.

For this, various measures are designed to complement the skills and experience gained by the staff, for a strategic development of medium-long term:

1) We want to engage in the new teaching approach also colleagues who did not participate directly in mobility activities, as well as students and families to understand our users the scope of innovations applied to teaching as a result of the SMILE project.

-Creation of a special section on our corporate website, a blog where teachers in mobility will tell their experiences, successes and difficulties, the emotions experienced and the knowledge learned during their period of mobility.

2) The development of new projects under the Erasmus Plus is a strategic goal of us, as well as better management of those in progress. We hope that SMILE -project will stimulate other teachers to participate in future mobility activities and that the skills acquired lead to the creation of networks for new projects KA2. The skills acquired during the mobility provided in SMILE will certainly better management of ongoing projects, helping to create a typical mentality of teachers in project management.

3) Language courses will give an opportunity for our teachers to get a better language skills either in English, Swedish, German or Spain. These languages are thought at our school and it would be a great complementery education for our language teachers to have an chance to study more that certain language abroad. Of course, and esppecially, the use of English skills is highly important to all our teachers! SMILE will offer the chance for all subject- and classteachers to learn more and that is going to help them in future international projects and also in their daily teaching work.

The strategic development plan is in line with our long-term goals, then focusing on internationalization and modernization, having benefit of all target groups present in our school reality: teachers involved in mobility, teachers not involved, teaching staff, students and families, with a sure positive impact on creating a close-knit group of teachers in charge of the internationalization of the institute, groups and class "school system" in general because the dynamic international teaching will generate positive externalities



on other teachers and future partnerships , as described just above.

Will your consortium use eTwinning in connection with your mobility project? If so, please describe how.

The eTwinning website can be accessed through the following hyperlink:

[www.etwinning.net](http://www.etwinning.net)

Our schools have effective experiences of eTwinning platform. Several of our previous project partners have been found through it. We have had 3 eTwinning projects in last 4 years and couple of our teachers have participated in an eTwinning learning events. The use of the eTwinning platform will enable the exchange of innovative practices and will give us the opportunity to access a virtual mobility for a sharing of research and results, creating alliances for knowledge and mutual respect. These objectives are part of the program of the European Commission (2020) for an economic, cultural and social, smart, sustainable and inclusive. Also this tool, as well as increase the quality and impact of learning, will allow us to implement the reliability and innovations of ICT. In addition, we will use eTwinning to train staff departing through participation in online Learning Events on topics related to mobility project, if they were launched. To prepare the staff departing we chose, instead, to structure constant communication with the host institution by sharing google docs, emails and skype call as we believe that would be a more direct and effective, which ensure faster communication, clear and efficient in order to learn more about the country of destination and the host institution, structure punctually activities to be undertaken during the mobility, schedules and learning goals. We do not exclude the possibility, however, to use eTwinning projects of key action 2 in which we are the coordinator and that complete the plan of modernization and internationalization of our consortium.



**E. Description of the Project**

Why do you want to carry out this project? What are its objectives?

Joutsa municipality wants to carry out this project because we want to have motivated and committed teachers in our schools who also realize the outside world and who are both willing and able to develop their work further. We believe that international issues are very important in the future and we want that our teachers have updated knowledge about what goes on in European schools. The main aims of our project are:

- To give our teachers the opportunity to develop their own teacherhood, that means their teaching skills, methods, attitudes. Through this project they will get new ideas how to do their teaching in a new way, with a more international approach.
- To deepen our co-operation with our partner schools in order to have different projects in the future. It is important that teachers would have the opportunity to make new friends of other teacher, because only knowing the other teacher it is possible, and reliable, to start planning and to carry out a mobility project. Of course internet has many opportunities for this communication with skype and emails, but it is always much effective when teachers would meet face to face.
- To develop our municipality's teaching department's internationalisation strategy. Through these job shadowing experiences we are able to develop our strategies more and make it better.
- To give more self-esteem to our teacher to use English. All of them have studied English in their previous studies to become a teacher, but the lack of using their skills has made it necessary to revise and learn more. Our partner school has good knowledge of CLIL, which means Content and Language Integrated Learning, and that is one method we are also very interested in learning!

How did you choose your project partners? What experiences and competences will they bring to the project? Please also describe how the project meets the needs and objectives of your partners.

For Job Shadowing we already have two partners: IIS Viala Adige and The Lyceum Ruffini of Viterbo! At the moment we are planning a KA2-projects and Viala Adige is one of our partners in it. During that project's planning process came up the idea to organize even deeper cooperation between our schools. Originally our contact person found a Spanish school from eTwinning platform when she was looking for partners for KA2 -project, the Spanish partner knew already Viala Adige and they introduced Chiara Frontini to our contact person Sanna Pienmäki.

The IIS "Viale Adige" has plenty of successful and long experiences of different international projects and they are experts in project management skills. They are perfect partner for us, because we want to learn more of international project possibilities and we want to learn more and better project management skills.

The other partner school of ours is The Lyceum Ruffini of Viterbo, they have used successfully the CLIL -method, that is a Content and Language Integrated Learning -method. It's a methodology for teaching a non linguistic subject in a foreign language and this is one huge interest of ours. Our interest is also to find out more about Italian educational system, to monitor it and have new ideas and methods to bring to our school. Our partner school is very interested in the Finnish evaluation methods and systems and they want to have a deeper knowledge of those issues.

Job shadowing is an activity that requires careful preparation, a sharing of objectives and logistical details / organization with the host school, continuous communication. It has been great to notice how fluently and easily our cooperation has started. It's important to note that our host partners Viale Adige and Lyceum Ruffini will present, at their national agency, a formal application to apply on the same key action 1 for job shadowing activities. We have in fact agreed that the experience can be maximized if the exchange methods and experience is mutual, so to weave even more deeply the relationship between our educational institutions. The decision to include a reciprocity strengthens the awareness that our partner have needs, background and expectations similar or compatible with those described for our school.

For Language courses, on the other hand, we don't not have a partner school/organizer yet. We are sure that we will find proper organizers for them as soon as we have the knowledge of the funding.

What are the most relevant topics addressed by your project?

- International cooperation, international relations, development cooperation
- ICT - new technologies - digital competences
- Teaching and learning of foreign languages



**F. Participants' Profile**

Please describe for each planned activity the background and needs of the participants involved and how these participants have been or will be selected.

1) Job Shadowing in a partner school in Italy, duration will be 7 days + 2 days for travelling.  
 Mikko Paappanen is a teacher of history, religion and geography, he is also the main person in our Upper secondary school's KiVa-koulu -work (that is about mediation) and tutor-pupils, who help other student with their problem. For Mikko it would be important to being able to monitor and experience how these subjects are being taught in Italy and how they deal with these mediation- and tutorialissues in Italy. Mikko has always been interested in developing upper levels teamspirit and pupils wellbeing.  
 Taina Varjus is a teacher of arts and handicrafts. She is very interested in all cultural issues and she has a need to have new ideas how to knit together arts, culture and international possibilities in a one combination. Taina has worked very hard in cooperation with Haihatus (local artists residence), and the artists that lives a while in Haihatus has been doing arts in our high school with our students. Taina would like to monitor the artslessons in Italy and to get to know the local culture ans scenecy for future ideas.  
 Riitta Harjula is a classteacher in our Yhtenäiskoulu secondary school, this year her class is 4A. Riitta is a certified special teacher also and she has a few lessons for special pupils too. Riitta is very interested in monitoring how the classteaching is done in Italy, what kinds of methods they use there, what is the special teaching and evaluation there, she thinks she can develop her work through these international experiences  
 Sanna Pienmäki is the students counsellor in Yhtenäiskoulu secondary shcool and in high school, and also a vice principal of high school. She has been very active in all our shcool's previous international projects and she has the need to lear more about international projects management. She is planning at the moment a KA2-project with 4 different schools from Europe and she feels, because this is her first big international project, that she really wants learn more. She is also very interested in monitoring how counselling is done in Italy. We have the knowledge that there is not the same kind of counsellor-system in Italy, but they are likely to have something quite similar, and that would be interested to find out. Sanna wants to develop our counselling work and a good way for this is to monitor someone else's work and notice differences and similarities which will open one's eyes.

2) Language courses either in one of the English speaking countries or in Spain. Duration 5 full days + 2 days for travelling.  
 Sirpa Saarikko is a teacher of English and Swedish in our Yhtenäiskoulu secondary school and a Spanish teacher in our High school. Spanish is just begun being taught in our high school and Sirpa has studied it a long time ago. That's why she has the need to have more language skills in Spanish. At the moment we have a "Penpals"-project with a Spanish partner school in internet (<http://www.peda.net/veraja/joutsalukio/projektit/espanja>), and Sirpa has been working with Sanna with this project. Sirpa is interested in developing new projects and to learn to use more internet tools.  
 Johanna Eskelinen is a Finnish teacher and Päivi Mustalampi is a teacher of Mathematics, chemistry and ICT. They both feel that their English speaking skills are not good enough and they are motivated to learn more. They both have noticed that English is important language in everything nowadays, for example materials in internet, and they want to have better skills.

All these teachers have expressed the need to discuss, learn and observe the different methodologies implemented in European schools, they have expressed the need to innovate the teaching methods, especially because of the integration of disabled students. The entire group is very motivated and enthusiastic and feels the need to acquire skills and knowledge pertaining to an education system with a European, with a view of motivation and implementation of their professional skills, in order to transfer them to the level of school organization  
 Some of the participants are already beeing selected, in according to their personal develoment plan towards teaching. Then there is 4 "open places" for job shadowing and 1 "open places" for language courses, which rest of the teachers can apply for. The main issues in selecting the participants are their motivation to participate this project, their personal aims, their enthusiasm for writing a blog and to give a presentation after their journey for other theachers, their enthusiasm over international projects and cooperation with different countries. There will be made an application with the selection criteria mentioned above so that teacher can apply for these activities. It is important that there will be participants from all of our consortiums schools. We want all our teacher to have an equal opportunity for this project and for developing their personal teacherhood.

**F.1. Learning Outcomes**

Which competences (i.e. knowledge, skills and attitudes/behaviours) are to be acquired/improved by participants in each planned activity of your project?

Our teacher will have better skills with their ICT skills after this project, because the project makes them to learn different ICT skills for example blog- and skype-skills. Of course their language skills are going to be better because they have to use their speaking skills in a real situations. Whilts they are monitoring other teachers in Italy they surely get new ideas, new methods, by comparing our



countries their eyes will be opened for their similarities and differences, and these are good starting points for developing their own work as a teachers.

SMILE -project will also enhance their intercultural awareness which will be transmitted to the pupils and students too. Teachers also will notice what kind of international project are being done in our partner schools and so their awareness of European projects will be enhanced, hopefully this will lead to increased number of international projects in the future in our municipality. Increasing different kinds of international activities and projects will lead to a better attraction value of our municipality, we hope to be an attractive and modern municipality even though our geographic locations is what it is.

The Erasmus+ Programme promotes the use of instruments/certificates like Europass, ECVET and Youthpass to validate the competences acquired by the participants during their experiences abroad. Will your project make use of such European instruments/certificates? If so, which ones?

Europass Mobility Document

Europass Curriculum Vitae (CV)

Europass Language Passport

Are you planning to use any national instrument/certificate? If so, which one?

The training courses will issue a certificate of attendance to participants. For those who request it, for the consolidation of English, Spanish language skills, it will be possible to take the exam to obtain certification in accordance with European Common Language Framework.

How will you use the European/national instrument(s)/certificate(s) selected?

The Municipality will ask the National Europass Centre to issue the Mobility Document for project participants: this certificate is of particular importance in order to validate the skills acquired during the period of mobility, which will be certified by the same high school as the coordinating body of the mobility project. In order to increase transparency and visibility of the experience of training mobility, enhancing the knowledge and skills acquired, in agreement with the partners training and education, it was decided to release the participants Certificate Europass Mobility to encourage recognition of experiences gained abroad.

The municipality has decided to assist participants in the drafting of the Europass Language Passport accompanying the individual in their learning of foreign languages throughout life. This affords a detailed description of the language skills acquired in both formal (school and training) and in other contexts (at work, with friends, family, etc ...). Being a self-certified and voluntary statement, it has no legal value, therefore it does not need further validation. It does not replace the formal certifications obtained, both inside and outside the school system, but incorporates them systematically in a document that records the entire learning process.

Finally, the experience will be crucial in order to increase your CV - to be drawn up strictly in Europass format - for future career advancement or contests. For staff who had not yet own CV in Europass, the school will provide the necessary skills for compilation. The enrichment of the CV then represent for the staff involved a further source of stimulus to departure.





**G. Preparation**

Please describe for each planned activity what will be done in preparation, by your organisation and, if relevant, by your partners and/or consortium members before the main activities take place.

**G.1. Practical Arrangements**

How will the practical and logistic matters of each planned activity be addressed (e.g. travel, accommodation, insurance, safety and protection of participants, visa, social security, mentoring and support, preparatory meetings with partners etc.)?

Practical arrangements are important and so they have to be done with great care and in co-operation with partner school and participants. Our contact person will be the project manager who will take care of the timetables, she will negotiate with our partner school the timetables for different teachers. Also she will find out all the practical issues about easiest ways for travelling and accommodation, in these things we get help also from our partner school.

This project will be a reciprocal one, and that is why the coordinators mutual co-operation is very important!!

All participants have to do a written agreement of all arrangements, that is:

-Teacher self will book flights, bus/train etc travelling tickets.

-Teacher will use her/his own credit card during travelling.

-Teacher have to have a travelling insurance.

-Programme will be done in co-operation between coordinators, of course teachers hopes and aims are taken into it.

Safety and protection of participants is the big issue we are going to discuss thoroughly before the first Job Shadow. All those participants who are already involved form a "key-group". That group will meet several times before the first teacher is travelling and they will make a safety-guide for all our SMILE-project's participants. The key-group also discusses and decides the main contents of blogs which are compulsory for teachers to write during their travels. There must be common rules and advice for our public announcements.

Preparatory and feedback meetings are held between participating teachers. The key-group will offer each other reciprocal support and in that group they can reflect and monitor their own and also the other's feelings, expectations, aims, fears etc before the trip and then after the journey they will analyze their experiences and learn even more from each other's experiences.

The timetables for SMILE activities must be planned carefully. The plan is that 4 teachers will participate in job shadowing per year and 2 teachers will take part in a language course per year. Total number of participating teachers in job shadowing is 8 and in language courses 4.

Teachers may have to use summer- and other holidays for their travels, that is possible for our partner because they have different times for their holidays. The reason for this is the problem with substitutes, municipality's economical situation does not allow to take in paid substitutes, so we have to manage with our own staff. The key-group could be one possibility; that is, they can substitute each other.

In job shadowing we will look at the timetable and that can take place also during the school year, depending on the teacher's timetable in a certain period. If a participant has little amount of lessons it could be possible to arrange.

Language courses are always done during holiday times.

**G.2. Project Management**

How will you address quality and management issues (e.g. setting up of agreements with partners, learning agreements with participants, etc.)?

Project management will be done by our contact person and in cooperation with the chief of the education department.

All the participants will sign a written agreement where all the practical issues are being presented. They will set individual aims before the journey, they will keep a blogsite and a personal daily diary during their journey, and after their journey they will keep a presentation to all other teachers and they will have a group feedback discussion with their key-group and they will answer a questionnaire about all their experiences and thoughts. All the participants will get a formal certificate for their job shadowing or language course which they can attach in their personal CV or Europass.

**G.3. Preparation of Participants**

Which kind of preparation will be offered to participants (e.g. task-related, intercultural, linguistic, risk-prevention etc.)? Who will provide such preparatory activities?

All our teachers who join this project will form a "key-group", they will have group meetings before the job shadowing events and language courses. They will plan their own efforts and aims for the event, they will plan their travelling and other practical



arrangements, they will discuss different risks what can occur in their journey, and as said before, they will make a guide for these journeys. They will have support from project's contact person and, more importantly, each others before, during and after the events. This will also make our team spirit even better amongst our teachers.

ETwinning, blogsite or skype will be used before the event: teachers will introduce themselves here and they can start discussing their topics even before the actual event.

**H. Main Activities**

Please outline chronologically the main activities you plan to organise. If relevant, please describe the role of each project partner and/or consortium members in the activities.

1) Job Shadowing in a partner school in Italy, duration will be 7 days + 2 days for travelling.

Mikko Paappanen is a teacher of history, religion and geography in Yhtenäiskoulu secondary school and in high school, he is also the main person in our Upper secondary school's KiVa-koulu -work (that is about mediation) and tutor-pupils, who help other student with their problem. For Mikko it would be important to being able to monitor and experience how these subjects are being taught in Italy and how they deal with these mediation- and tutorialissues in Italy. Mikko has always been interested in developing upper levels teamspirit and pupils wellbeing.

Taina Varjus is a teacher of arts and handicrafts in Yhtenäiskoulu secondary school and high school. She is very interested in all cultural issues and she has a need to have new ideas how to knit together arts, culture and international possibilities in a one combination. Taina has worked very hard in cooperation with Haihatus (local artists residence), and the artists that lives a while in Haihatus has been doing arts in our high school with our students. Taina would like to monitor the artslessons in Italy and to get to know the local culture ans scenecy for future ideas.

Riitta Harjula is a classteacher in our Yhtenäiskoulu secondary school, this year her class is 4A. Riitta is a certified special teacher also and she has a few lessons for special pupils too. Riitta is very interested in monitoring how the classteaching is done in Italy, what kinds of methods they use there, what is the special teaching and evaluation there, she thinks she can develop her work through these international experiences

Sanna Pienmäki is the students counsellor in Yhtenäiskoulu secondary shcool and in high school, and also a vice principal of high school and in charge of tutor-students in high school. She has been very active in all our shcool's previous international projects and she has the need to lear more about international projects management. She is planning at the moment a KA2-project with 4 different schools from Europe and she feels, because this is her first big international project, that she really wants learn more. She is also very interested in monitoring how counselling is done in Italy. We have the knowledge that there is not the same kind of counsellor-system in Italy, but they are likely to have something quite similar, and that would be interested to find out. Sanna wants to develop our counselling work and a good way for this is to monitor someone else's work and notice differences and similarities which will open one's eyes.

2) Language courses either in one of the English speaking countries or in Spain. Duration 5 full days + 2 days for travelling.

Sirpa Saarikko is a teacher of English and Swedish in our Yhtenäiskoulu secondary school and a Spanish teacher in our High school. Spanish is just begun being taught in our high school and Sirpa has studied it a long time ago. That's why she has the need to have more language skills in Spanish. At the moment we have a "Penpals"-project with a Spanish partner school in internet (<http://www.peda.net/veraja/joutsa/lukio/projektit/espanja>), and Sirpa has been working with Sanna with this project. Sirpa is interested in developing new projects and to learn to use more internet tools.

Johanna Eskelinen is a Finnish teacher and Päivi Mustalampi is a teacher of Mathematics, chemistry and ICT in Yhtenäiskoulu secondary school. They both feel that their English speaking skills are not good enough and they are motivated to learn more. They both have noticed that English is important language in everything nowadays, for example materials in internet, and they want to have better skills.

If applicable, how do you intend to cooperate and communicate with your project partners and/or consortium members and other relevant stakeholders?

About the SMILE -project we are going to inform very openly in all our school's teachers official metings and in VESO-days. In these meetings teachers also present their experiences after their journey either in job shadow or in language course. All our municipality's principals (5 persons) have regular meetings were our project is also been introduced and so our principals gets the first information about these possibilities SMILE -project can offer.

For Job shadowing with the Italian partner we are going to work very openly and regularly, as we have done so far. We use common docs, we write e-mails and we have skype meetings. In very urgent issues we can phone each others!

Of course travelling teachers will use their e-mails or whatsapp when they plan their actual travel in more detailed, through these communication methods our teachers can also be in contact with the partner school's teachers also in advance. Contact persons in both countries will help in all practical matters concerning travelling, accommodation and the weekly program at school

The project's official website will be under consortium's website and it is open for all public. Students and their parents are able to read teachers blogs and experiences. Local newspaper, Joutsan Seutu, and regional newspaper, Itä-Häme, are willing to write or publish articles about our project, that makes all experience open for local inhabitants and enterprises of Joutsa.

SMILE project is also going to release information to all press in the beginning of the project and we will organize a public presentation of our learning results in the end of our two years project. Our project manager will write articles in The Finnish



Teachers organisation's (OAJ) magazine for its members called Opettaja and also to Finnish Counsellors organisation Suomen Opinto-ohjaajat ry's magazine called SOPO and Central Finland's counsellors Keski-Suomen Opinto-ohjaajat ry's own website, so that all the teachers and counsellors in Finland would hear the information of our project.

How will the participants be monitored during their training placement? Who will monitor their work programme and progress?

Participating teachers will be responsible for their Selfmonitoring-work in all phases of the project: before the job shadow/language course teachers will set personal aims and expectations for their journey, during their journey they will keep a personal daily diary of all that happens and all thoughts and ideas that will raise and they will keep a public blog so that all the others can join to the experience, after their journey they will write a final report in which they will report what they did during their journey and reflect, analyse and consider different issues and how they could meet their personal aims, did their expectations fulfilled.

SMILE-Questionnaire is for all the participants, in which they give feedback about all practical arrangements, timetables, project management. The aims for the questionnaire is to get feedback so we can develop our project even a better one. Our municipality's education department would like that these kinds of additional possibilities would be possible for our teachers also in the future and that we could have permanent and longterm partners.

Questionnaire for the target group which is our students and pupils, because they are the main aim of all our work, to educate and civilize them so that they will be good citizen on Joutsa, Finland and whole Europe. Questionnaire for the pupils/students is done so to see has students/pupils seen any changes in their teacher's work, teaching skills and methods.

If applicable, please explain the need for accompanying persons.

-



### H.1. Activities' Details

Please enter the different mobility activities you intend to implement in your project.

A1										
Job Shadowing										
Activity No.	Country of Origin	Country of Destination	Distance Band	Total Duration Excluding Travel (days)	Travel Days	Total Duration Including Travel (days)	No. of Participants	Participants with Special Needs (out of total number of Participants)	Accompanying Persons (out of total number of Participants)	No. of Non-Teaching Staff (out of total number of Participants)
1	Finland	Italy	500 - 1999 km	7	2	9	8	0	0	0
			<b>Total</b>	7	2	9	8	0	0	0
A2										
Structured Courses/Training Events										
Activity No.	Country of Origin	Country of Destination	Distance Band	Total Duration Excluding Travel (days)	Travel Days	Total Duration Including Travel (days)	No. of Participants	Participants with Special Needs (out of total number of Participants)	Accompanying Persons (out of total number of Participants)	No. of Non-Teaching Staff (out of total number of Participants)
1	Finland	Spain	500 - 1999 km	5	2	7	1	0	0	0
2	Finland	United Kingdom	500 - 1999 km	5	2	7	1	0	0	0
3	Finland	Germany	500 - 1999 km	5	2	7	1	0	0	0
4	Finland	Malta	500 - 1999 km	5	2	7	1	0	0	0
			<b>Total</b>	20	8	28	4	0	0	0



### H.1.1. Summary of Activities and Participants

Activity Type	No. of Activities	No. of Participants
Job Shadowing	1	8
Structured Courses/Training Events	1	4
<b>Total</b>	<b>2</b>	<b>12</b>



**I. Follow-up**

Please describe what will happen after the end of your main activities.

**I.1. Impact**

What is the expected impact on the participants, participating organisation(s) and target groups?

The expected impact on the participants will be tremendous!  
 The international attitude which teachers will learn and develop for themselves, is bound to move also to the teaching and that way the attitude will be transmitted to the pupils and students also. Teachers will see and experience new methods and different ways of teaching, that can open their eyes to do their own teaching differently in the future. Our teachers have the opportunity to critically monitor and reflect their teaching skills and methodology, in order to get new thoughts. And these new methods they have learned they can use in their own lessons.

SMILE -project is very revolusional for our municipality in a way that it opens the European horizon to our teachers. They will experience different possibilities which various EU-projects can offer, they will see what kind of teaching and projects are done in our partner schools, they will make new friends from abroad. All this will broaden their perspective of themselves personally and also the whole European identity will be more familiar to them. These experiences will be transmitted to the main target group, which is our pupils and students, so that they will become more tolerable and they will develop better knowledges of different cultures. Personally made friendships between European teachers will enhance teachers feelings of teamwork amongst all European teachers, it can be beneficial to notice that there are also many similarities between different countries, pupils have the same developmental phases, there are similar difficulties with learning skills, social skills etc. It is very educative to notice that you are not alone with these pupils and/or their families problems.

Impact for the organisation and target group:  
 Municipality will get refreshed and motivated teachers who will have better international attitude, and that will be shown in their theaching skills and methods. Our teachers work in different schools and different levels and so all these ideas will transfer amongst all our municipality’s children and young people. This will offer also all the families further perspective, their children will get a more open view to the world and better understanding for different cultures.

Through these international experiences our municipality is able to develop it’s internationalisation strategy more and better.

**I.2. Dissemination of projects' results**

Which activities will you carry out in order to share the results of your project outside your organisation/consortium and partners? What will be the target groups of your dissemination activities?

Participating teachers will be responsible for their Selfmonitoring-work in all phases of the project: before the job shadow/language course teachers will set personal aims and expectations for their journey, during their journey they will keep a personal daily diary of all that happens and all thoughts and ideas that will raise and they will keep a public blog so that all the others can join to the experience, after their journey they will write a final repot in which they will report what they did during their journey and reflect, analyse and consider different issues and how they could meet their personal aims, did their expectations fulfilled.

SMILE-Questionnaire is for all the participants, in which they give feedback about all practical arrangements, timetables, project management. The aims for the questinnaire is to get feedback so we can develop our project even a better one. Our municipality’s education department would like that these kinds of additional possibilities would be possible for our teachers also in the future and that we could have permanent and longterm partners.

-Project management will read and consider very carefully all participants diarys, final reports and blogs. In the end of every semester project management will have an evaluation disscussion with those participants who have already being in job shadow or in language course. That way we have the opportunity to make things better, if necessary, for the next participants taken part in either job shadows and/or language courses.

- All this materials which participating teachers have been documented will be deal with our teachers in certain teacher’s meetings and/or VESO-education days. Participating teachers will keep an introduction about their experiences for our other teachers. It is cruisal that all learning results will be put in open to all our teachers, so that the results will be maximized so that maximum amount of students and pupils will benefit of SMILE -projects new innovative results.

- Questionnaire for the target group which is our students and pupils, because they are the main aim of all our work, to educate and civilize them so that they will be good citizen on Joutsa, Finland and whole Europe. Questinnaire for the pupils/students is done so to see has students/pupils seen any changes in their teacher’s work, teaching skills and methods.

- The project’s official website will be under consortium’s website and it is open for all public. Students and their parents are able to



read teachers blogs and experiences.

- Local newspaper, Joutsan Seutu, and regional newspaper, Itä-Häme, are willing to write or publish articles about our project, that makes all experience open for local inhabitants and enterprises of Joutsa. Our project manager will write an article also to a regional newspaper called Keskisuomalainen.
- SMILE project is also going to release information to all press in the beginning of the project and we will organize a public presentation of our learning results in the end of our two years project.
- Our project manager will write articles in The Finnish Teachers organisation's (OAJ) magazine for its members called Opettaja and also to Finnish Counsellors organisation Suomen Opinto-ohjaajat ry's magazine called SOPO and Central Finland's counsellors Keski-Suomen Opinto-ohjaajat ry's own website, so that all the teachers and counselors in Finland would hear the information of our project.
- Our arts teacher is a member of VERME-group in Central Finland, that is subject's own tutorial group, she will do there a presentation of this project.

Our counsellor is a member of SOPO Finnish Counsellor's organization, she can write an article to their magazine.

**1.3. Evaluation**

Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results?

Participating teachers will be responsible for their Selfmonitoring-work in all phases of the project: before the job shadow/language course teachers will set personal aims and expectations for their journey, during their journey they will keep a personal daily diary of all that happens and all thoughts and ideas that will raise and they will keep a public blog so that all the others can join to the experience, after their journey they will write a final report in which they will report what they did during their journey and reflect, analyse and consider different issues and how they could meet their personal aims, did their expectations fulfilled.

SMILE-Questionnaire is for all the participants, in which they give feedback about all practical arrangements, timetables, project management. The aims for the questionnaire is to get feedback so we can develop our project even a better one. Our municipality's education department would like that these kinds of additional possibilities would be possible for our teachers also in the future and that we could have permanent and longterm partners.

- Project management will read and consider very carefully all participants diaries, final reports and blogs. In the end of every semester project management will have an evaluation discussion with those participants who have already being in job shadow or in language course. That way we have the opportunity to make things better, if necessary, for the next participants taken part in either job shadows and/or language courses.
- All this materials which participating teachers have been documented will be deal with our teachers in certain teacher's meetings and/or VESO-education days. It is crucial that all learning results will be put in open to all our teachers, so that the results will be maximized so that maximum amount of students and pupils will benefit of SMILE -projects new innovative results.
- The "key-group" will have an evaluation meeting also, where they will consider all aspects of the project and they will write a report of these. The report is read and dealt with our project management group (Hakulinen and Pienmäki).

Questionnaire for the target group which is our students and pupils, because they are the main aim of all our work, to educate and civilize them so that they will be good citizen on Joutsa, Finland and whole Europe. Questionnaire for the pupils/students is done so to see has students/pupils seen any changes in their teacher's work, teaching skills and methods.

Information which is open to all public: Teachers blogs, project's press releases, project's website, project "kick off" starting presentation and the summary presentation in the end of the project years are ways so that all can evaluate and monitor SMILE -projects proceedings and its final results.





### J. Budget

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

#### J.1. Travel

Activity No.	Activity Type	Flow No.	Country of Origin	Country of Destination	Distance Band	No. of Participants	Travel Grant per Participant	Total Travel Grant Requested
A1	Job Shadowing	1	Finland	Italy	500 - 1999 km	8	275,00	2200,00
A2	Structured Courses/Training Events	1	Finland	Spain	500 - 1999 km	1	275,00	275,00
A2	Structured Courses/Training Events	2	Finland	United Kingdom	500 - 1999 km	1	275,00	275,00
A2	Structured Courses/Training Events	3	Finland	Germany	500 - 1999 km	1	275,00	275,00
A2	Structured Courses/Training Events	4	Finland	Malta	500 - 1999 km	1	275,00	275,00
							Total	3300,00

#### J.2. Individual Support

Activity No.	Activity Type	Flow No.	Country of Destination	Total Duration (days)	No. of Participants (Excluding Accompanying Persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Person	Total Grant Requested
A1	Job Shadowing	1	Italy	9	8	945,00	0	945,00	7560,00
A2	Structured Courses/Training Events	1	Spain	7	1	630,00	0	630,00	630,00
A2	Structured Courses/Training Events	2	United Kingdom	7	1	840,00	0	840,00	840,00
A2	Structured Courses/Training Events	3	Germany	7	1	630,00	0	630,00	630,00
A2	Structured Courses/Training Events	4	Malta	7	1	630,00	0	630,00	630,00



Activity No.	Activity Type	Flow No.	Country of Destination	Total Duration (days)	No. of Participants (Excluding Accompanying Persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Person	Total Grant Requested
<b>Total</b>									
<b>J.3. Organisational Support</b>									
No. of Participants (excluding accompanying persons)					Total Grant Requested				
12					4200,00				
<b>J.4. Course Fees</b>									
Activity No.	Activity Type	Duration (days)	No. of Participants	Grant per Participant/Day	Total Grant Requested				
A2	Structured Courses/Training Events	5	4	70,00	1400,00				
				<b>Total</b>	<b>1400,00</b>				
<b>J.5. Special needs' Support</b>									
Activity No.	Activity Type	No. of Participants With Special Needs	Description of Costs	Total Grant Requested					
				<b>Total</b>					
<b>J.6. Exceptional Costs</b>									
Activity No.	Activity Type	No. of Participants	Description of Costs	Total Grant Requested					
				<b>Total</b>					

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



Erasmus+

# Application Form

Call: 2015

KA1 - Learning Mobility of Individuals  
School education staff mobility

Form Version: 2.04

Form hash code: 9F3626F27B9A66EB

This form has been submitted on: 2015-03-04 07:53:02. Status: OK (1239188).

EN



**K. Project Summary**

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

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

SMILE project (School rEvoLusion) is an innovative new project which has two parts:1) Job shadowing with an Italian partner in their two schools and 2) the possibility for English Language courses for Joutsa's teachers.

Joutsa municipality in a small village, about 5000 inhabitants in a 1000 square kilometres area, lies far away from big cities and is surrounded by forrests, agriculture and lakes. There are one over 300 pupils in secondary school (grades 1.-9.) and one high school with 87 students in Joutsa centre, two smaller schools for grades 1.-6., Mieskonmäki (21 pupils) and Kurkiaura (34 pupils), lies about 20 km away from the village centre. There are 43 teachers in Joutsa municipality.

Joutsa municipality has made big investments in our schools and all facilities and classrooms are effectively equipped with modern ICT.

SMILE project is a great possibility for our teachers to gain additional education, make them more aware of the European perspective and all this will benefit all our pupils and students.

Joutsa municipality wants to have motivated and committed teachers in our schools who also realize the EU project possibilities and the European perspective. We believe that international co-operation is very important for teaching the pupils about cultural differencies and tolerance.

The main aims of our project are: 1) Develop theachers teacherhood, skills, methods, attitudes. 2) To deepen our co-operation with our partner schools in order to have different projects in the future. 3) To develop our municipality's teaching department's internationalisation strategy. 4) To give more selfesteem to our teacher to use English. Our partner school has good knowlegde of CLIL, which means Content and Language Integrated Learning, and that is one method we are also very interested in learning!!

In practise SMILE project means that 8 teachers are going to a Job Shadow period to our Italian partner schools, the project is reprical and Italian partner will applying for themselves, so that we will host Italian teachers on their period in Joutsa. Project also means that 4 teachers will participate a language course either in England, Malta or Spain. The amount of participating teacher can't be too big in order not to disturb the school's yearly schedule and the timetable of their absent must be plan carefully, some of the event may happen during school holidays. The plan is that 4 teacher will participate job shadow per year and 2 teachers will take part in a language course per year. Total number participating teachers in job shadow is 8 and in language courses 4.

This participating group will form the "key-group" for mutual support before, during and after the SMILE-events:

For Job Shadowing there are 3 secondary and high school teachers and one classteacher, and 4 "open places".

For Language courses there are 2 secondary school teachers and one who works in both schools, and 1 "open place".

The expected impact on the participants will be tremendous! The new international attitude which teachers will develop will be transmitted into their teaching and through that to the pupils and students too. Teachers will learn new methods and experience different ways of teaching, that opens their eyes for new perspectives. They are able to critically monitor and reflect their teaching skills and methodology, in order to get new thoughts and use these at home. SMILE is revolusional for us in a way that it opens the European horizon to our teachers.

Joutsa municipality will get refreshed and motivated teachers who will have better international attitude, and that will be shown in their theaching skills and methods. Our teachers work in different schools and different levels and so all these ideas will transfer amongst all our municipality's children and young people. This will offer also all the families further perspective, their children will get a more open view to the world and better understanding for different cultures.

Evaluation of the SMILE is done by participating teachers. Their Selfmonitoring-work has many phases: before the event teachers will set personal aims and expectations, during it they will keep a personal daily diary and a public blog, after their event they will write a final repot and they will have a evaluation meeting with the "key-group". Key-group is formed of all the participating teachers and it is way for peer support before, during and after the SMILE events.

Dissamination of projects results are done mainly in municipality's teachers meetings and VESO-days where participating teacher give presentations of their SMILE-events for all our teachers. We also use project's website and our local and regional newspapers for public information. The results are also told in locally, regionally and nationally within Finnish counsellors-, Central Finland's Counsellors- and Finnish Teachers (OAJ) -associations and also in a regional arteacher's peer suport group VERME.



**K.1. Summary of participating organisations**

Name of the Organisation	Country of the Organisation	Type of Organisation
Mieskonmäen koulu	Finland	School/Institute/Educational centre – General education (primary level)
IIS "VIALE ADIGE"	Italy	School/Institute/Educational centre – Vocational Training (secondary level)
Liceo Scientifico Statale "Paolo Ruffini"	Italy	School/Institute/Educational centre – General education (secondary level)

Total number of participating organisations	3
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**K.2. Budget Summary**

The sum of previous sections representing the total grant requested for this application.

Activity No.	Activity Type	Travel	Individual Support	Course fees	Special Needs Support	Exceptional Costs	Total
A1	Job Shadowing	2200,00	7560,00				9760,00
A2	Structured Courses/Training Events	1100,00	2730,00	1400,00			5230,00
	<b>Total</b>	<b>3300,00</b>	<b>10290,00</b>	<b>1400,00</b>			<b>14990,00</b>
<b>Organisational Support</b>							<b>4200,00</b>

**K.2.1. Project Total Grant**

<b>Grant Calculated</b>	<b>19190,00</b>
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### L. Checklist

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

- you have used the official Key-Action 1 application form.
- all relevant fields in the application form have been completed.
- you have chosen the correct National Agency of the country in which your organisation is established.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
  - the Declaration of Honour signed by the legal representative mentioned in the application.
  - the mandates of each partner to the applicant signed by both parties.
- all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.



## M. Data Protection Notice

### PROTECTION OF PERSONAL DATA

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

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

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement 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/>





**N. Declaration of Honour**

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation. Once signed it must be scanned and annexed to this application form.

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

Declare that:

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

EITHER

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

OR

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

It provides learning opportunities and

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

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

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

The organisation I represent:

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

Acknowledge that:

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

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

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

Commit:



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

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

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





**P. Submission**

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

**P.1. Data Validation**

Validation of compulsory fields and rules

**P.2. Standard Submission Procedure**

Online submission (requires internet connection)

**P.3. Alternative Submission Procedure**

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

**P.4. Submission Summary**

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

Number	Time	Form Hash Code	Submitted	Description
1	2015-03-02 11:52:40 (Brussels, Belgium Time)	9F3626F2D1A6B46A	YES	Your submission was successful. Submission ID: 1227158
2	2015-03-04 07:53:02 (Brussels, Belgium Time)	9F3626F27B9A66EB	YES	Your submission was successful. Submission ID: 1239188

**P.5. Form Printing**

Print the entire form