



## Context

Main objective of the project	Exchange of Good Practices
Project Title	Technology Enhanced Classroom
Project Acronym	TEC
Project Start Date (dd-mm-yyyy)	01-09-2018
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	31-08-2020
National Agency of the Applicant Organisation	UK01 British Council, in partnership with Ecorys UK – British Council
Language used to fill in the form	English

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

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



## Participating Organisations

Please note, the PIC code is a unique identifier for the organisation within the whole Erasmus+ Programme. It should be requested only once per organisation and used in all applications for all Erasmus+ actions and calls. Organisations that have previously registered for a PIC should not register again. If an organisation needs to change some of the information linked to the PIC, this can be done through the Participant Portal. (<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>)

## Applicant Organisation

PIC	906718365
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Legal name (national language)	
National ID (if applicable)	9286910
Department (if applicable)	
Acronym	
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Country	United Kingdom
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CEDEX	
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## Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is your organisation a public body?	Yes



Is your organisation a non-profit?

Yes

## Associated Persons

### Legal Representative

Title

Mr

Gender

Male

First Name

Chris

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Steed

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If the address is different from the one of the organisation

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### Contact Person

Title

Mr

Gender

Male

First Name

Darren

Family Name

Gadsby



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If the address is different from the one of the organisation	No
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Postal Code	NN2 6JW
CEDEX	
City	Northampton

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in the school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?



Malcolm Arnold Academy was established in September 2010 to broaden the horizons of its students by offering a world-class education and outstanding academic and co-curricular opportunities. It has 1350 students, 85 teaching staff, 72 non-teaching staff. The academy provides an innovative curriculum which aims to develop a culture of achievement. Students are given everything they need to achieve success. The academy also has strong links with the Peterborough Diocese, and is proud of the rounded education we offer our students. The National Society's latest inspection of Malcolm Arnold found that: "The academy has developed an inclusive and welcoming environment for all. The spiritual, moral, social and cultural development of pupils and staff is paramount." We strongly believe that the opportunity to work and learn with pupils and staff from other countries will enhance our curriculum and impact on pupils' understanding of other countries and cultures. This will allow us to break down barriers pupils face in a diverse society. We constantly look for opportunities to provide the spark or find the switch for those students who are hard to engage and that is why we are very excited by the exchange opportunities this project will provide, especially as so many of our students never have the opportunity to travel and broaden their horizons. We ensure that we provide students with the best new methods in teaching and learning, a value that is reflected in our specialisms of music and mathematics. Students are encouraged to develop strong basic skills, but to also be creative. Key staff: Darren Gadsby, VP responsible for behaviour, attendance & well-being. He spends majority of his time trying to understand and find solutions to break down the barriers students throw up which prevent them thriving, academically, socially, emotionally, psychologically. Together with the pastoral team they work holistically in order to engage and motivate those students who lack aspiration and resilience. Adewale Gboki, Head of Y11 and a teacher of ICT. The particular types of relationships he looks to develop with students, his care and commitment to every student fulfilling their potential and his interest in and knowledge of ICT applications, would make him a key player in driving and implementing this project. 3 pastoral leaders have similar commitment and values and will be involved together other teaching staff in preparing and delivery of the project activities and mobilities. National and local initiatives which aim to inspire students and their aspiration, include: the David Ross Educational Trust debating, art, sport; music enrichment programme, involving opportunities to work with nationally acclaimed practitioners. These programmes aim to inspire and nurture aspiration for students who are often from very disadvantaged backgrounds providing them with experiences they would not otherwise have. A strong administrative team will support this project

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

No

### Partner Organisations

PIC	944563594
Legal name	Hagaskóli
Legal name (national language)	Hagaskóli
National ID (if applicable)	5901821849
Department (if applicable)	
Acronym	

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Email	
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Fax	

## 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

## Associated Persons

### Legal Representative

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### Contact Person

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Preferred Contact	Yes
If the address is different from the one of the organisation	No
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Country	Iceland
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Postal Code	107
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City

Reykjavík

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
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- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Hagaskóli is a conventional state school with pupils aged 13-16 and with 72 staff and a student population of 480, located in a fairly stable neighbourhood, in which the inhabitants cover a broad range in terms of socio-economic status. We have both a number of economically disadvantaged families and a good number of academics owing to the proximity to the University of Iceland. Thus Hagaskóli operates in an environment which is supportive of educational institutions. Hagaskóli places emphasis on a variety of elective programs and the wellbeing of each student. It is involved in a number of local student project which aim to enhance teaching and learning and motivate learners to achieve their potentials. We are supportive of our staff and continue to seek opportunity for enhancing their profession. We have completed several mobilities during 2014/15 following our approval of a KA1 Erasmus+ application. Hagaskoli strives to achieve the best for our students and we continuously engage in projects which aim to enhance our technology supported teaching. We are supporting of our staff and continue to seek opportunity for enhancing their profession. We have completed several mobilities during 2014/15 following our approval of a KA1 Erasmus+ application. We have taken part in mobility projects which utilised technology to improve literacy across all subjects. Our staff uses many ICT tools to support teaching and learning and we are well placed to embark on a project which will enrich our curriculum and improve staff and learners performance and engagement. We wish to take part in this project as we strongly believe in providing students with the opportunity to work and learn from peers in Europe. Ómar Örn Magnússon is head teacher in Hagaskóli since August 2008. Ómar has been involved in IT in education in various ways since he started teaching in 1998. Recently he has worked specialli both for the ministry of education in Iceland and the municipality office for education in Reykjavik in policy making for IT in education (e.g. IT in education until 2020 for the ministry of education – unpublished and Mobile devices in schools for Reykjavik office of education - <http://reykjavik.is/spjaldtolvur-i-skolastarfi>). He will oversee the implementation of the project and a number of teachers from different department ( English and arts) would be involved. They have good teaching experiences and would be able to implement the project activities within the everyday practice.

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

Yes

Please indicate:

EU Programme

Erasmus+ KA1



Year	2014
Project Identification or Contract Number	2014-1-IS01-KA101-000061
Applicant/Beneficiary Name	Hagaskóli

## Partner Organisations

PIC	921418327
Legal name	Instituto de Educación Secundaria Obligatoria Cartima
Legal name (national language)	IES Cartima
National ID (if applicable)	29009107
Department (if applicable)	
Acronym	
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## 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

## Associated Persons

### Legal Representative

Title

Mr

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Male

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### Contact Person

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First Name

PILAR

Family Name

CASTILLO LOZANO

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Country	Spain
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Postal Code	29580
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City	Estación de Cártama

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
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- Is there any specific experience or expertise that this school and its staff can contribute to the project?



The Secondary School Cartima is situated in a village 20's drive from Málaga (Andalucia), well connected by train, buses and roads. The population surrounded our school is made out of young families. Very close to the schools there is one of the main working places in the area, a meat factory, we are also very near the Technological Park of Andalucia. The economical situation of the students' families is very varied but, in general, they are very concerned about their children's studies and very willing to collaborate with the school. There are 4 groups for each level and around 360 next academic year and 30 staff. We are well aware at our school that changes are needed to prepare youngsters for the future. That is the main reason why we believe in a shared educational project with the whole community, in the Based project learning as our teaching approach which makes it possible to meet special needs, in the use of ICT as a motivating element (we mainly use digital material, tablets and there are digital boards or projectors in each classroom) and in the thoughtful teaching . Thus our main goals are to train competent students as nowadays society claims and to include all the students within school success; in order to achieve this we use innovating methodology as Learning Communities to organize our community and everyday routines in the classroom; Based Project learning in order to meet students diversity and foster motivation, connected to the different subjects and using real world problems and situations; finally, using the thoughtful teaching as a way to investigate in order to improve our daily teaching. Our final goal is the development of the students competences that implies not only the digital one but also the linguistic (not only in our native language, that is Spanish but also in English and other European languages), competence in cultural awareness and expressions, competence in the world around them, social competence among other, to do this we, the teachers, need to have training in these fields; as we are a young school we have no experience in European relationships , a must nowadays; language competences is also very important for our students development as well as opening to other cultures, as they have no experience of this kind at all. This is our main motivation to take part in this project as it will help develop our students technological skills within a European context and help them develop as European citizens. Key staff involved: Jose Maria Ruis Palomo: He is the headteacher of the school who was appointed specifically to start this new school based on a shared understanding that technology is a key elements for pupils fulfillment in today's society. Pilar Castillo has been teacher for over 20 years working with pupils especially to develop their langauge skills. She has developed many project based activities. She has also taken part in European exchanges to develop and learn within a European focus.

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

No

### Partner Organisations

PIC	914552376
Legal name	Broholmskolan Ekonomisk Förening
Legal name (national language)	Broholmskolan
National ID (if applicable)	769608-1319
Department (if applicable)	
Acronym	



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Fax	

## Profile

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

## Associated Persons

### Legal Representative

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City	Lidköping

## Contact Person

Title	Mrs
Gender	Female
First Name	Marie
Family Name	Pilfalk
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Position	Director
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Telephone	+46510771632
Preferred Contact	Yes
If the address is different from the one of the organisation	No
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Country	Sweden
P.O. Box	53151
Postal Code	531 51
CEDEX	

City

Lidköping

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in the school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Broholm school is situated in a little town, Lidköping at the lake Vänern, in Sweden. Lidköping has about 25 000 inhabitants. The school has about 360 pupils and a staff consisting of 50 people. Broholm school is an independent school and the pupils/the pupils' parents actively choose the school. Everyone can apply to the school, and the pupils come from different social backgrounds and from different areas within our community. There is a great demand for the places and there is a queue for those who don't get a place. Broholm school is a school for pupils between the age of 6-16. Our profile is Health, nature, and environment. Our aim is to incorporate sustainability in our day to day activities. Our strength is building strong relations between teachers and pupils. Our staff has a high degree of qualification. We are a Forest school and therefore a commonly used method is outdoor education. The school have different IT tools. We use iPads, Chromebooks and PCs depending on what suits the work at hand the best. The accessibility to IT-tools is 1 to 2 for the younger years and 1 to 1 for the older pupils. The school achieves good results looking at the grades and the pupils are well prepared for further studies when leaving Broholm school. The school plays an important part in a network for independent schools in the West of Sweden. In the network there are many small independent schools and Broholm school can function as a support for them, both in pedagogical, didactical and organizational matters. Broholm school offers further education for teachers from other schools in outdoor education, thematic education, lesson planning etc. The school introduces different projects/themes every year and has held exhibitions of the pupils' work on the local museum " The Vänern museum". The management of the school also participates in a coordination group for students' health together with the schools of the community, social services, primary health care and BUP (Child- and youth psychiatry). We use iPads, Chromebooks and PCs depending on what suits the work at hand the best. The accessibility to IT-tools is 1 to 2 for the younger years and 1 to 1 for the older pupils. Key staff: Broholmskolan plays an important part in a network for free schools in the West of Sweden. In the network there are many small free schools and Broholm school can function as a support for them in Technology in the classroom. The Headmasters from the schools in the network usually meet four times per year and have a key role in influencing changes across the network of schools Marie Pilfalk, the school Manager is also a member of the board in an organisation for free schools in Sweden, Friskolornas Riksförbund. A number of other staff will be involved and through trying and evaluating results we think the teachers will develop better competences and that , in the long term, will increase the pupils' competences. This is our main motivation to take part in this project

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

No



## Partner Organisations

PIC	914419389
Legal name	Istituto Comprensivo 3 Modena
Legal name (national language)	
National ID (if applicable)	
Department (if applicable)	
Acronym	
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CEDEX	
City	Modena
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Telephone	+39059300664, +39059393111
Fax	

## 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

## Associated Persons





## Legal Representative

Title	Mr
Gender	Male
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City	Modena

## Contact Person

Title	Mr
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First Name	Daniele
Family Name	Barca
Department	
Position	Principal
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Telephone	+3959300664

Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	Via Pier Santi Mattarella 145
Country	Italy
P.O. Box	
Postal Code	41126
CEDEX	
City	Modena

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in the school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Istituto Comprensivo Modena 3 is a 1st grade school that has learners from 3 -14 years of age, covering, infant, primary and secondary education. In total we have 100 staff and approx 1000 students. The school is made out of 4 buildings in different areas of Modena. The school is proud of a new building opened last academic year ( currently in its second year of running) for pupils 11-14. However, the school pride lies on the pedagogical project that is driving where pupils and staff are engaged in innovative teaching and learning activities which see the school establishing 'specialist classrooms/workshops' for learners to experiment and experience learning outside of a traditional classroom setting. The school wishes to develop their international outlook, share experiences with peers from Europe, develop the use of technology in the curriculum and improve language learning for both staff and learners Key staff: Daniele Barca principal of the school will have a key role in the implementation and coordination of the project together with the vice principal and a small management team which include the e-twinning coordinator and the digital team who implements the digital curriculum. From the very beginning, the school has been dealing with technology. The whole school is well equipped in every classroom. We have 3 robotic and coding studios, a digital curriculum from 5 to 14 years, laboratories open to the community, participation in various European and ministerial projects (selfie on digcomporg, digital curriculum, creative ateliers, future classroom lab, modenacraft the monuments of modena in minecraft, pon for robotics and digital education.



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

No



## Description

## Priorities

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

SCHOOL EDUCATION: Promoting the acquisition of skills and competences

If relevant, please select up to two additional priorities according to the objectives of your project.

HORIZONTAL: Open education and innovative practices in a digital era

## Description

Please describe the motivation for your project and explain why it should be funded.

The project partners have considered the four main strategic objectives for the ET 2020 framework and in particular its strategic objectives of improving the quality and efficiency of education and training and that all citizens need to be able to acquire key competencies and all levels of education and training. We believe that schools have a duty in advancing the level of education for their learners and facilitating Tablet Enhanced Classrooms can be a key tool to improving staff and learners skills, increasing their competitiveness in a hostile economical climate.

The World Wide Web went through a significant transition (C.2010) in which the emphasis shifted from an audience of predominantly passive receivers to a far more participatory experience that emphasised content creation, collaboration, expressive communication and greater levels of interaction.

The Tablet Enhanced Classrooms project is a 2 year project that aspires to bring about similar transformational changes in classrooms by exploiting the full potential of tablet computing (Ipads), reflecting the same maturing understanding of this key technology. It too sets out to enable and empower its audiences, teachers and pupils, to engage in a greater degree of content creation, collaboration, expressive communication and greater levels of interaction, all within learning and teaching contexts. It is known as TEC 2.0.

The project primarily aims to:

- \*providing an opportunity to jointly work with staff and pupils in developing new methods for developing key lifelong skills and develop intercultural understanding and language learning

The partners, from the UK (Coordinator), Italy, Iceland, UK Spain and Sweden and Spain have a shared interest and geographically the partnership covers a wide European area, providing a European added value to the project which envisages cross-country collaboration between countries that work within a varied socio-cultural context.

The full list of project outputs comprises the following:

- \* 2 International Partnership meetings (Italy and Iceland)

- \* 3 Short terms exchange of pupils (UK, Sweden, Spain) in which the pupils will work together on using images and technology to develop collaborative skills, communication skills, problem solving, team work, critical thinking and more ( topics, using of text and images, printmaking, comic making, film making i.e green screen, stop-motion and etc.)

- \*Pupils training peers upon their return to their school

- \* E-twinning collaboration

- \*A compilation of pupils work and implementation of the project

- \* Guidance on replicating the project upon completion of it

- \*Newsletter and flyer

The project brings about changes to the way in which schools will plan for tablet enhanced classroom, this in the long term will transform education in the partner countries as well as the in the school settings of those who will benefit from the materials which will remain available to the public beyond the term of the project.

What are the objectives you would like to achieve and concrete results you would like to produce?  
How are these objectives linked to the priorities you have selected?

The project primarily aims to:

\*providing an opportunity to jointly work with staff and pupils in developing new methods for developing key lifelong skills and develop intercultural understanding and language learning

Therefore its main objectives are:

1. to facilitate participation in interactive European learning sessions to develop skills and competencies using ICT
2. to develop a collection containing the materials developed throughout the life of the project
3. to develop language and cultural understanding
4. to reflect and identify best practice to share with participating partners and the wider community during and after the project life
5. to develop a common website/blog where learners from each organisation can communicate and build a strong relationship based on sharing, this will improve learners confidence and also their communication skills which in turn will improve a number of skills and competencies both personally and professionally.

The partner will engage in a shared collaborative approach when delivering the planned project activities, objectives and results. The partners will adhere to the following:

1. Ensure active participation of learners and staff in activities at local and transnational level via developing digital stories in each other's country
2. Organise and engage staff and learners workshops locally
3. Organise and engage staff and learners workshops at transnational level during project meetings
- 4 Disseminate project activities, information and outcomes locally and to the wider community
- 5 Staff and learners input into the project website.
- 6 Follow a workplan to ensure project activities are completed

The project will produce a number of outcomes:

\* 2 International Partnership meetings (Italy and Iceland)

\* 3 Short terms exchange of pupils (UK, Sweden, Spain) in which the pupils will work together on using images and technology to develop collaborative skills, communication skills, problem solving, team work, critical thinking and more ( topics, using of text and images, printmaking, comic making, film making i.e green screen, stop-motion and etc)

\*Pupils training peers upon their return to their school

\* E-twinning collaboration

\*A compilation of pupils work and implementation of the project

\* Guidance on replicating the project upon completion of it

\*Newsletter and flyer

The project objectives and its results fit in well with the priorities selected as the project will impact directly on skills and competencies of its participants ( staff and learners) and it focused on improving the digital outlook of all schools involved.

How are the planned activities going to lead to achievement of the project's objectives?

All activities planned for the project are specifically designed to ensure that the project objectives are achieved.

Specifically at partnership level, each pupils' exchange will have a detailed programme to address the topics of the project and will provide a variety of activities that specifically aim to develop the skills and competencies identified:

In fact, the 3 Short terms exchange of pupils (UK, Sweden, Spain) will see pupils and staff working together on using images and technology to develop collaborative skills, communication skills, problem solving, team work, critical thinking and more ( topics, using of text and images, printmaking, comic making, film making i.e green screen, stop-motion and etc).

Staff will have the opportunity to share good practice and learn from each other and they will contribute equally to the development of the project activities, thus drawing on each individual partner strengths.

We expect the project to:

- \* Develop and strengthen professional links with other countries
- \* Professional development through project work
- \* Develop new and innovative teaching methods and implement these directly into practice
- \* Capacity to respond to new educational needs at organisation and local and national level
- \* Implement new practice generated by mutual exchange of knowledge, expertise, and innovative (this will continue after the project)
- \* The development of a strong EU focus to the organisation teaching and learning
- \* The EU dimension embedded in the culture of the organisation and increased involvement in European cooperation activities
- \* Use of innovative ways to promote learning that engages learners and develops new skills.
- \* Provide tools and support for integrating digital tools within sound pedagogic practice
- \* Strengthen professional profiles and increase competencies
- \* Develop skills and competencies in young people

Please select up to three topics addressed by your project.

ICT - new technologies - digital competences

Inclusion - equity

Creativity and culture

Participants

Please briefly describe who will take part in the project, including:

- The different groups that will take part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.), including participants who will participate locally.
- How are these groups going to participate?
- If pupils are involved in the project, please specify their age groups.

Note that specific details on selection of participants in Learning, teaching and training activities do not need to be repeated here if they are described in the dedicated section of the form: Learning Teaching Training

The project foresees a number of groups participating throughout the life of the project. We have planned for 2 partnership meetings in which 2 staff from each partner, the coordinator being of of the two staff, will meet at the beginning of the project to develop a share understanding of roles and responsibilities and to plan for the project mobilities, identify key delivery points, activity plans, materials and etc and one towards the end of the project to evaluate the project outcomes and to finalise the project results. We plan to involve 10 pupils and 2 staff from each partner during the 3 pupils' exchange. the age of the pupils 12-16

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

Yes

How many participants would fall into this category?

50

Which types of situations are these participants facing?

Economic obstacles

How will you support these participants so that they will fully engage in the planned activities?

The schools will ensure that pupils are provided with equal opportunities to engage in the project and its mobilities. To this extent, as we plan to include some pupils who come from disadvantages background, we will ensure to liaise with the families and cares to ensure all aspects of the project are clear and there is a clear understanding of roles and responsibilities. We will work with the pupils to fully prepare them for the mobilities and to help them with financial issues, language preparation, cultural preparation etc.





## Management

### Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication and project management meetings between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding. Note that all amounts are expressed in Euros.

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Coordinator	500.00 EUR	1	12000.00 EUR
Partner	250.00 EUR	4	24000.00 EUR
Total		5	36000.00 EUR

### Project Management and Implementation

Please describe the tasks and responsibilities of each partner school. Explain how you will ensure sound management of the project and good cooperation and communication between partners during its implementation.

Malcom Arnold Academy will deal with the project coordination. Based on shared understanding all partners will be actively involved in the planning, development and execution of the project activities at both local and partnership level. Each will manage activities at local and partnership level as detailed in the activity plan, with a local project coordinator responsible for the development of an implementation plan ensuring that activities (local and partnership) are carried out in line with the workplan

We will ensure that continuous communication will avoid potential deviation from plan by addressing any issues at an early stage without compromising the project quality.

Each partner will be responsible for the integration of activities with their learners and staff and will ensure that project activities, outcomes and results are disseminate locally to maximise their impact on the local community and on the overall education community. This will feed in the overall project dissemination plan so to maximise the impact at European level.

Each partner is also responsible for the management of their own budget based on the budget breakdown as detailed in this project. they will ensure that all stated mobilities and project activities are carried out. Partners will organise partnership meetings and pupils' exchange and prepare a comprehensive programme ensuring that staff and learners have a positive experience.

Each partner will then be responsible for individual activities at partnership level as well as at local level.

Structured distribution of tasks foresee each partner taking ownership of a specific project aspects:

P1 (UK): Project coordination and management, dissemination materials and website/blog and organisation of pupils' exchange 1

P2 (IS): Organisation of meeting 1

P3 (ES): Organisation of pupils' exchange 3

P4 (SE): Organisation of pupils' exchange 2

P5 (IT): Organisation of meeting2 and responsibility for developing the e-twinning collaboration

P1/2/3/4/5: shared responsibility for developing a compilation of pupil's work and the guidance on replicating the project

All partners will be responsible for developing the project activities at local level such as the peer to peer shared training activities which will see learners and staff training peers in their school upon return from each mobilities. Furthermore, staff will cascade the experiences in schools and in the wider community through staff meetings and training events.

All partners will be responsible for the development of dissemination materials such as the Newsletter and flyer

Please make sure to include all project meetings, events and activities in the section:

How did you choose the project partners? Does your project involve schools that have never previously been involved in a Strategic Partnership? If yes, please explain how the other partners can support them during the project.

Partners have met through contact with a training provide LEAP who has been able to support the partnership in developing the project idea and has supported the partnership in its initial stage. Some of the schools have met through visits and participation in KA1 projects.

The partners have varied experiences in working collaboratively and will be supportive of each other during this project. Partners have had experience in partnership project although not in the past 3 years. Many of the partners have taken part in KA1. They will use their skills and competencies gained during the participation at such projects and will apply these in the delivery of this project.

Have you used or do you plan to use eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

The school in Italy has a keen interest in e-twinning and has been engaged in previous project. therefore we plan to use it throughout the project duration to set up a specific project area which will see staff and pupils work together virtually outside of the planned pupils' exchange, Furthermore, we will upload the project results and activities on the Erasmus+ Project Results Platform whcih will help with the visibility of our project and activities as well as provide a legacy of the project once the project officially ends.

## List of Activities

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

Yes

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

The project foresees a strategy that will include a number of key staff from each partner as well as participation of a number of pupils.

Pupils:

Pupils from each partner will take part for each activity planned throughout the duration of the project, including short term exchange of pupils. The pupils will be part in structured weeks of activities during which they will be develop new skills and competencies and develop pupils leadership to their return to their school and train their peer. Therefore, all pupils directly or indirectly will be part of the project.

Coodinators together with class teachers will work together to identify the and select the pupils to take part in the pupils exchange.

A learning agreement will also form part of the management and preparation of each planned activity

The team will ensure that the following are addressed and where applicable certain elements will be booked well in advance of the activities taking place:

- return travel from the country of origin (including support for visa application where necessary) at least 6 weeks before the agreed travel date
- travel to and from the arrival airport in the country abroad
- organisation of accommodation
- completion of a baseline survey for managing and monitoring of quality of project activities
- a language guide will also be prepared by each partner to support activities while abroad
- Use of online collaborative space

The use of a Travel toolkit and welcome pack and a risk assessment for each activity are prepared in advance.

Each organisation will ensure that an appropriate level of insurance is take as part of the mobility activities and that each staff and pupils has a valid EHIC card during their stay abroad.

Both staff and learners will take part in preparatory meetings which will ensure pupils have a clear understanding of roles and responsibilities. They will take part in research about the country where the exchange will take place and will learn some basic key words and phrases to get by.

In case you plan to include learning, teaching or training activities please encode them here.

ID	Leading Organisation	Activity Type	Field	No. of Participants	Grant
C1	Malcolm Arnold Academy (906718365)	Short-term exchanges of groups of pupils	SCHOOLS	40	29040.00 EUR
C2	Broholmskolan Ekonomisk Förening (914552376)	Short-term exchanges of groups of pupils	SCHOOLS	40	29040.00 EUR
C3	Instituto de Educación Secundaria Obligatoria Cartima (921418327)	Short-term exchanges of groups of pupils	SCHOOLS	40	29040.00 EUR

### Activity Details (C1)

Field	Activity Type	
SCHOOLS	Short-term exchanges of groups of pupils	
Activity Title		
Pupils exchange 1		
Leading Organisation	Participating Organisations	
Malcolm Arnold Academy	Hagaskóli Instituto de Educación Secundaria Obligatoria Cartima Broholmskolan Ekonomisk Förening Istituto Comprensivo 3 Modena	
Starting Period	Duration (days)	Country of Venue
12-2018	5	United Kingdom

#### Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

The activity aims to bring together pupils from the different schools to experience learning in a different country. The exchange will aim to develop their skills as leaders in technology and become the key ambassadors back in their school and train and share with other pupils. They will be experiencing life learning and culture and specifically they will develop their skills as advance tablet users. Upon return to their schools a number of activities will take place to cascade the experience, skills and knowledge gained. This will be integrated into the planning for specific subject areas.

#### How is participation in this activity going to benefit the involved participants?

Both learners and pupils will benefit from participating in this activities as they will be provided with the opportunity to experience learning in another country and with peers from other countries.

We expect that both learners and staff will gain:

A better understanding of other languages, countries and culture and their own

Direct access to informal learning within a European focus

Improved literacy, language and ICT skills leading to be active in society

Increased knowledge and understanding of sustainability issues, the global dimension and ability to use information and communication technologies  
a greater awareness of local support structures

## Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Broholmskolan Ekonomisk Förening / Sweden	500-1999 km	5	10	7260.00 EUR
2	Hagaskóli / Iceland	500-1999 km	5	10	7260.00 EUR
3	Instituto de Educación Secundaria Obligatoria Cartima / Spain	500-1999 km	5	10	7260.00 EUR
4	Istituto Comprensivo 3 Modena / Italy	500-1999 km	5	10	7260.00 EUR

### Flow 1, Activity (C1 - Pupils exchange 1)

Organisation / Country		Country of Venue
Broholmskolan Ekonomisk Förening / Sweden		United Kingdom
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

### Flow Budget

#### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

**Individual Support**

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>		<b>3960.00 EUR</b>	

**Flow 2, Activity (C1 - Pupils exchange 1)**

Organisation / Country	Country of Venue	
Hagaskóli / Iceland	United Kingdom	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

**Flow Budget**
**Travel**



Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

**Individual Support**

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

**Flow 3, Activity (C1 - Pupils exchange 1)**

Organisation / Country	Country of Venue	
Instituto de Educación Secundaria Obligatoria Cartima / Spain	United Kingdom	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

**Flow Budget**

**Travel**

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

**Individual Support**

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

**Flow 4, Activity (C1 - Pupils exchange 1)**

Organisation / Country	Country of Venue	
Istituto Comprensivo 3 Modena / Italy	United Kingdom	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

## Flow Budget

### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

## Activity Budget

Budget Items	Grant
Travel	13200.00 EUR
Individual Support	15840.00 EUR

## Activity Details (C2)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Pupils exchange 2			
Leading Organisation		Participating Organisations	
Broholmskolan Ekonomisk Förening		Malcolm Arnold Academy Hagaskóli Instituto de Educación Secundaria Obligatoria Cartima	
Starting Period	Duration (days)	Country of Venue	
10-2019	5	Sweden	

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

The activity aims to bring together pupils from the different schools to experience learning in a different country. The exchange will aim to develop their skills as leaders in technology and become the key ambassadors back in their school and train and share with other pupils. They will be experiencing life learning and culture and specifically they will develop their skills as advance tablet users. Upon return to their schools a number of activities will take place to cascade the experience, skills and knowledge gained. This will be integrated into the planning for specific subject areas.

How is participation in this activity going to benefit the involved participants?

Both learners and pupils will benefit from participating in this activities as they will be provided with the opportunity to experience learning in another country and with peers from other countries.

We expect that both learners and staff will gain:

A better understanding of other languages, countries and culture and their own

Direct access to informal learning within a European focus

Improved literacy, language and ICT skills leading to be active in society

Increased knowledge and understanding of sustainability issues, the global dimension and ability to use information and communication technologies  
 a greater awareness of local support structures

## Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Hagaskóli / Iceland	500-1999 km	5	10	7260.00 EUR
2	Instituto de Educación Secundaria Obligatoria Cartima / Spain	500-1999 km	5	10	7260.00 EUR
3	Malcolm Arnold Academy / United Kingdom	500-1999 km	5	10	7260.00 EUR
4	Istituto Comprensivo 3 Modena / Italy	500-1999 km	5	10	7260.00 EUR

## Flow 1, Activity (C2 - Pupils exchange 2)

Organisation / Country		Country of Venue
Hagaskóli / Iceland		Sweden
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

## Flow Budget

### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
Total Individual Support Grant			3960.00 EUR

## Flow 2, Activity (C2 - Pupils exchange 2)

Organisation / Country		Country of Venue
Instituto de Educación Secundaria Obligatoria Cartima / Spain		Sweden
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

## Flow Budget

### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

### Flow 3, Activity (C2 - Pupils exchange 2)

Organisation / Country		Country of Venue
Malcolm Arnold Academy / United Kingdom		Sweden
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

### Flow Budget

#### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

#### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR



Total Individual Support Grant	3960.00 EUR
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### Flow 4, Activity (C2 - Pupils exchange 2)

Organisation / Country	Country of Venue
Istituto Comprensivo 3 Modena / Italy	Sweden

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

### Flow Budget

#### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

#### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
Total Individual Support Grant			3960.00 EUR

### Activity Budget

Budget Items	Grant
Travel	13200.00 EUR
Individual Support	15840.00 EUR

### Activity Details (C3)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
Pupils exchange 3	

Leading Organisation		Participating Organisations	
Instituto de Educación Secundaria Obligatoria Cartima		Malcolm Arnold Academy Hagaskóli Broholmskolan Ekonomisk Förening Istituto Comprensivo 3 Modena	
Starting Period	Duration (days)	Country of Venue	
03-2020	5	Spain	

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

The activity aims to bring together pupils from the different schools to experience learning in a different country. The exchange will aim to develop their skills as leaders in technology and become the key ambassadors back in their school and train and share with other pupils. They will be experiencing life learning and culture and specifically they will develop their skills as advance tablet users. Upon return to their schools a number of activities will take place to cascade the experience, skills and knowledge gained. This will be integrated into the planning for specific subject areas.

How is participation in this activity going to benefit the involved participants?

Both learners and pupils will benefit from participating in this activities as they will be provided with the opportunity to experience learning in another country and with peers from other countries.

We expect that both learners and staff will gain:

- A better understanding of other languages, countries and culture and their own
- Direct access to informal learning within a European focus
- Improved literacy, language and ICT skills leading to be active in society
- Increased knowledge and understanding of sustainability issues, the global dimension and ability to use information and communication technologies
- a greater awareness of local support structures

## Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Broholmskolan Ekonomisk Förening / Sweden	500-1999 km	5	10	7260.00 EUR
2	Hagaskóli / Iceland	500-1999 km	5	10	7260.00 EUR
3	Istituto Comprensivo 3 Modena / Italy	500-1999 km	5	10	7260.00 EUR
4	Malcolm Arnold Academy / United Kingdom	500-1999 km	5	10	7260.00 EUR

### Flow 1, Activity (C3 - Pupils exchange 3)

Organisation / Country		Country of Venue
Broholmskolan Ekonomisk Förening / Sweden		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

## Flow Budget

### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

**Individual Support**

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

**Flow 2, Activity (C3 - Pupils exchange 3)**

Organisation / Country	Country of Venue	
Hagaskóli / Iceland	Spain	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

**Flow Budget**

**Travel**

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

**Individual Support**

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

**Flow 3, Activity (C3 - Pupils exchange 3)**

Organisation / Country	Country of Venue	
Istituto Comprensivo 3 Modena / Italy	Spain	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

## Flow Budget

### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
<b>Total Individual Support Grant</b>			<b>3960.00 EUR</b>

## Flow 4, Activity (C3 - Pupils exchange 3)

Organisation / Country	Country of Venue	
Malcolm Arnold Academy / United Kingdom	Spain	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

## Flow Budget

### Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530.00 EUR	1060.00 EUR
Total Individual Support Grant			3960.00 EUR

## Activity Budget

Budget Items	Grant
Travel	13200.00 EUR
Individual Support	15840.00 EUR





## Timetable

Please list all project activities (meetings, events, etc.) and indicate an approximate timing when they will start. Note that Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form: Learning, Teaching, Training Activities

Id	Activity Type	Starting Period	Description
P1		09-2018	Organisation of project meeting: Detailed agenda and project plan for Start-up meeting: Partners engaged in reparation of first project meeting. Partner engaged at local level for preparation of project activities Expected results: Agenda and detailed project plan Preparation of Partner agreement Dissemination Plan and monitoring tool Plan of project work Project Handbook Dissemination Plan Financial toolkit Presentations on own institution and local context
P2		10-2018	Project start-up meeting : The meeting will provide an opportunity for staff from each partner to meet and develop a detailed project plan and develop the pupil's exchange programme. They will share expertise and experiences and develop materials for the delivery of the mobilities.
C1	Short-term exchanges of groups of pupils	12-2018	Pupils exchange 1
P3		12-2018	Implementing project in school disseminating project activities at meetings collecting of materials and information for project website Collecting of materials for pupil's compilation of work Preparing project guidance Prepare language guide preparing first project leaflet and newsletter which will disseminated during this phase

P4		04-2019	Pupils peer to peer training in school from 1st pupils' exchange
C2	Short-term exchanges of groups of pupils	10-2019	Pupils exchange 2
P5		10-2019	Implementing project in school Disseminating project activities at meetings collecting of materials and information for project website Collecting of materials for pupil's compilation of work Preparing project guidance Prepare language guide Preparing second project leaflet and newsletter which will disseminated during this phase
P6		02-2020	Pupils peer to peer training in school from 2nd pupils' exchange
C3	Short-term exchanges of groups of pupils	03-2020	Pupils exchange 3
P8		05-2020	Pupils peer to peer training in school from 3rd pupils' exchange
P9		05-2020	Implementing project in school Disseminating project activities at meetings collecting of materials and information for project website Collecting of materials for pupil's compilation of work Preparing project guidance Prepare language guide
P7		07-2020	Project end meeting : The meeting will provide an opportunity for staff to review the project outcomes and to finalise all project results, conduct a final evaluation and prepare the final report
P10		07-2020	Implementing project in school Disseminating project activities at meetings collecting of materials and

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information for project website  
Collecting of materials for pupil's compilation of work  
Preparing project guidance  
Prepare language guide  
Preparing final 3rd newsletter which will disseminated during this phase

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## Special Costs

## Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Grant (EUR)
Total					0.00 EUR

## Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Grant (EUR)
Total				0.00 EUR

## Follow Up

Once the project activities are completed, how are you going to assess if the project's objectives have been met?

Each partner agree that in order for practice to improve, there is a need for continuously evaluate own teaching, activities and learning, therefore we have planned to use a structured approach to the delivery of the project which maximise the positive impact of the project at all levels.

The planned framework for evaluation of the results and experiences of the partnership is a result of the partners' cooperation. Evaluation activities are planned to take place right from the very start of the project, they will in fact form an integral part of the learning experience. The evaluation activities will provide partners and staff and learners with invaluable information about the effectiveness of the project objectives and outcomes/results. Partners agree that the project plan, activities and its impact will be evaluated with:

a) Focus groups

b) Questionnaires throughout the project with both pupils and staff at both local and partnership level

C) Formative and summative evaluation of pupils' exchange with learners and staff

c) Each coordinator will conduct an evaluation/progress report during the different stages of the project and report these formally to project coordinator so to ensure appropriate monitoring of project activities. These will be integrated in the final report and will provide an on-going evaluation picture crucial to identify potential deviation from plan and put in place appropriate actions and implement solutions which will ensure that the project will be successful.

d) Resources, materials trailed with pupils and staff will be evaluated and fed-back during project meeting to ensure effectiveness of project activities, strategies and tools .

The evaluation of the process and progress of the project is effected through oral and written feedback at the end of each meeting/exchange, complemented by an analysis of the materials of the materials, documentation or monitoring (formative evaluation) respectively.

How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

We envisage that the project will impact at various levels from staff to pupils and it will improve the skills of those engaged in teaching and learning in education, which in turn will provide scope for changes directly into the wider community. We would hope that the project will:

- \* Provide a better understanding of learning and teaching contexts enhanced by the use of tablets
- \* Direct access to relevant training tools framed within a European context
- \* Improved teaching and learning which supports engagement and attainment levels
- \* Increased knowledge & understanding of sustainability issues, the global dimension and ability to conceive and implement new teaching methods

The benefits the project brings are invaluable and long lasting. Therefore they will support modernisation of our curriculum and provide the learners and staff with the skills and competencies needed to be active European citizens.

The website containing the material will be maintained for a minimum period of five years beyond the term of the project, ensuring a longevity to the project life beyond the funding period. All of the summative content and project resources will remain available, and there is a commitment by the partner (to maintaining updating the site beyond the project funding period). Materials will also be uploaded on our own school website allowing multiple access beyond the website.



Please describe your plans for dissemination and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

Each partner is very committed to dissemination the impact of the project activities, outcomes and results can be maximised by an active dissemination and exploitation plan at local, regional, national and European level. Partners will ensure that the lessons learnt from their collaboration and the sharing of good practice, together with the project results are at the focus of their dissemination activities.

Partners have agreed that they will:

At school level:

- \* hold meetings to inform staff of project activities and progress and to involve additional staff so to build impact
- \* reports to institution management team
- \* have regular updates to staff and learners via newsletters and specific class input
- \* integration of tools into existing practice

At partnership level:

- \* Project leaflets distributed electronically (at least 1 per year in all languages of the partnership, so that it reaches a wider audience in the community)
- \* 1 workshop/seminar inviting members of the community and those who can benefit from the project activities, outcome and results
- \* Project website with a blog which will facilitate exchange of comments and ideas amongst project partners and members of the community
- \* Yearly newsletter, in all languages of the partnership so that it reaches a wider audience in the community

In the wider learning community:

- \* Website will be the main link with the wider learning community, all partners will ensure that the link will be disseminated through existing networks and tagged to additional website such as own website and that of other partners of own institution.
- \* project leaflets, newsletters will be also available in all the languages of the partnerships and distributed to targeted audiences
- \* potential target groups will be invited to attend dissemination/partnership events so that they are actively involved in the project activities and results
- \* the project guide and learners collection will be freely available to download from the project website so that the wider community can benefit and can be used as a replication tool
- \* all partners will be disseminating the project results through their local, regional and European networks.
- \* to maximise visibility of the result the partners will also upload all results to the E+ platform and e-twinning so that other schools, pupils and staff can use them

## Project Budget Summary

Budget Items	Grant
Project Management and Implementation	36000.00 EUR
Learning, Teaching, Training Activities	87120.00 EUR
<b>Total Grant</b>	<b>123120.00 EUR</b>

## Learning, Teaching, Training Activities

ID	Activity Type	Total Travel Grant	Grant for Exceptional Costs for Expensive Travel	Total Individual Support Grant	Total Linguistic Support Grant	Grant
C1	Short-term exchanges of groups of pupils	13200.00 EUR	0.00 EUR	15840.00 EUR	0.00 EUR	29040.00 EUR
C2	Short-term exchanges of groups of pupils	13200.00 EUR	0.00 EUR	15840.00 EUR	0.00 EUR	29040.00 EUR
C3	Short-term exchanges of groups of pupils	13200.00 EUR	0.00 EUR	15840.00 EUR	0.00 EUR	29040.00 EUR
<b>Total</b>		<b>39600.00 EUR</b>	<b>0.00 EUR</b>	<b>47520.00 EUR</b>	<b>0.00 EUR</b>	<b>0.00 EUR</b>

## Budget per Organisation

Organisation	Country of Organisation	Grant
Malcolm Arnold Academy (906718365)	United Kingdom	26520.00 EUR
Hagaskóli (944563594)	Iceland	27780.00 EUR
Instituto de Educación Secundaria Obligatoria Cartima (921418327)	Spain	20520.00 EUR
Broholmskolan Ekonomisk Förening (914552376)	Sweden	20520.00 EUR
Istituto Comprensivo 3 Modena (914419389)	Italy	27780.00 EUR

## Malcolm Arnold Academy

Budget Items	Grant
Project Management and Implementation	12000.00 EUR
Learning, Teaching, Training Activities	14520.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
<b>Total</b>	<b>26520.00 EUR</b>

## Hagaskóli

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	21780.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
<b>Total</b>	<b>27780.00 EUR</b>

### Instituto de Educación Secundaria Obligatoria Cartima

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	14520.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
<b>Total</b>	<b>20520.00 EUR</b>

### Broholmskolan Ekonomisk Förening

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	14520.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
<b>Total</b>	<b>20520.00 EUR</b>

## Istituto Comprensivo 3 Modena

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	21780.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
<b>Total</b>	<b>27780.00 EUR</b>



## Project Summary

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

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

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

The project partners have considered the four main strategic objectives for the ET 2020 framework and in particular its strategic objectives of improving the quality and efficiency of education and training and that all citizens need to be able to acquire key competencies and all levels of education and training. We believe that schools have a duty in advancing the level of education for their learners and facilitating Tablet Enhanced Classrooms can be a key tool to improving staff and learners skills, increasing their competitiveness in a hostile economical climate.

The World Wide Web went through a significant transition (C.2010) in which the emphasis shifted from an audience of predominantly passive receivers to a far more participatory experience that emphasised content creation, collaboration, expressive communication and greater levels of interaction.

The Tablet Enhanced Classrooms project is a 2 year project that aspires to bring about similar transformational changes in classrooms by exploiting the full potential of tablet computing (Ipads), reflecting the same maturing understanding of this key technology. It too sets out to enable and empower its audiences, teachers and pupils, to engage in a greater degree of content creation, collaboration, expressive communication and greater levels of interaction, all within learning and teaching contexts. It is known as TEC 2.0.

The project primarily aims to:

\*providing an opportunity to jointly work with staff and pupils in developing new methods for developing key lifelong skills and develop intercultural understanding and language learning

The partners, from the UK (Coordinator), Italy, Iceland, UK Spain and Sweden and Spain have a shared interest and geographically the partnership covers a wide European area, providing a European added value to the project which envisages cross-country collaboration between countries that work within a varied socio-cultural context.

The main objectives are:

1. to facilitate participation in interactive European learning sessions to develop skills and competencies using ICT
2. to develop a collection containing the materials developed throughout the life of the project
3. to develop language and cultural understanding
4. to reflect and identify best practice to share with participating partners and the wider community during and after the project life
5. to develop a common website/blog where learners from each organisation can communicate and build a strong relationship based on sharing, this will improve learners confidence and also their communication skills which in turn will improve a number of skills and competencies both personally and professionally.

The partner will engage in a shared collaborative approach when delivering the planned project activities, objectives and results.

The project will see approximately 120 staff and pupils engaged in 3 mobilities in the UK, Sweden

and Spain over a period of 2 years.

The full list of project outputs comprises the following:

- \* 2 International Partnership meetings (Italy and Iceland)
- \* 3 Short terms exchange of pupils (UK, Sweden, Spain) in which the pupils will work together on using images and technology to develop collaborative skills, communication skills, problem solving, team work, critical thinking and more ( topics, using of text and images, printmaking, comic making, film making i.e green screen, stop-motion and etc.)
- \*Pupils training peers upon their return to their school
- \* E-twinning collaboration
- \*A compilation of pupils work and implementation of the project
- \* Guidance on replicating the project upon completion of it
- \*Newsletter and flyer

We envisage that the project will impact at various levels from staff to pupils and it will improve the skills of those engaged in teaching and learning in education, which in turn will provide scope for changes directly into the wider community. We would hope that the project will:

- \* Provide a better understanding of learning and teaching contexts enhanced by the use of tablets
- \* Direct access to relevant training tools framed within a European context
- \* Improved teaching and learning which supports engagement and attainment levels
- \* Increased knowledge & understanding of sustainability issues, the global dimension and ability to conceive and implement new teaching methods

The benefits the project brings are invaluable and long lasting. Therefore they will support modernisation of out curriculum and provide the learners and staff with the skills and competencies needed to be active European citizens.

The project brings about changes to the way in which schools will plan for tablet enhanced classroom, this in the long term will transform education in the partner countries as well as the in the school settings of those who will benefit from the materials which will remain available to the public beyond the term of the project.



## Annexes

The maximum number of all attachments is 10 and the maximum total size is 10240 KB.

Please download the Declaration of Honour, print it, have it signed by the legal representative and attach.

<b>File Name</b>	<b>File Size (kB)</b>
declaration-of-honour-EN.pdf	91

Please attach any other relevant documents.

<b>File Name</b>	<b>File Size (kB)</b>
Total Size (kB)	91



## Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfils the eligibility criteria listed in the Programme Guide.
- 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. Currently selected NA is: UK01 British Council, in partnership with Ecorys UK – British Council

Please also keep in mind the following:

Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency.

Before submitting your application, make sure that all participating schools are eligible in their respective countries.

The documents proving the legal status of the applicant and each partner must be uploaded in the Participant Portal (for more details, see Part C of the Programme Guide - 'Information for applicants').

## 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 on the protection of individuals with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, currently Regulation (EC) No 45/2001. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

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

[http://ec.europa.eu/programmes/erasmus-plus/documents/eplu-link-eforms-privacy\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/documents/eplu-link-eforms-privacy_en.htm)

- I agree with the Data Protection Notice