



Education and Culture DG

Lifelong Learning Programme

COMENIUS
PARTNERSHIPS

2009-1-ES1-COM06-0104



LIFELONG LEARNING PROGRAMME COMENIUS Application form 2009 for School Partnerships

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

1. SUBMISSION DATA

1.1 TO BE FILLED BY THE COORDINATOR:

LLP Sub-Programme	Comenius	Action Type	Partnerships
Call	2009		
Working language of the partnership	English		
Title of the Partnership Acronym (if applicable)	BEYOND WORDS: The communication of concepts, ideas and universal values through the alternative language of art.		
The application concerns a	<input checked="" type="checkbox"/> Multilateral Partnership <input type="checkbox"/> Bilateral Partnership		

1.2 TO BE FILLED BY EACH APPLICANT INSTITUTION ONLY IN THE COPY IT SUBMITS TO ITS OWN NATIONAL AGENCY:

Name of applicant institution	IESO QUERCUS
The applicant institution is	<input checked="" type="checkbox"/> The coordinator <input type="checkbox"/> A partner



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GENERAL INFORMATION

Before completing this form, please read the relevant sections in the *Lifelong Learning Programme*

Guide and the 2009 Call for Proposals published by the European Commission. Please consult also the website of your National Agency, which contains additional information on closing dates, National Agency addresses to which the application must be sent, and specific priorities for that year. A link to the European Call for Proposals, the Programme Guide and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website: http://ec.europa.eu/education/llp/doc848_en.htm

This application form should be completed by the **coordinator** of the proposed Partnership, in cooperation with the partners, giving full details of the Partnership including the details of all partners and all planned mobilities and grant requests for every partner. The coordinator must send a copy of the completed form to each partner. The coordinator and the partners complete and sign the declaration (section 4) and fill the information in part 1.2 on the cover page of their individual copies and submit the form to their National Agencies by **20 February 2009 (date aspostmark)**. The partners must not change any of the information contained in the form completed by the coordinator; all copies must be identical except for the Declaration and the fields under 1.2 which should be filled separately by all applicant institutions on their copies of the form. Please note that the form should be completed well in advance before the deadline so that each participating institution is able to post its copy of the application on time.

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

CHECKLIST

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

- [NAs which require electronic submission (online or offline / email) should indicate such requirements here.]
- The application fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- The form is not hand written (except for the Declaration and part 1.2).
- The form has been completed **jointly** by the whole Partnership and all partners have received a copy.
- The form has been completed in full.
- The Work programme (section 6.1) contains planned mobility activities of each institution in the Partnership and the Requested EU funding table (section 7) contains grant requests in euro for each partner.
- The form has been completed using the **communication language** of the Partnership (this must be one of the official languages of the EU).
- Multilateral Partnerships:** The partnership consists of institutions located in at least three of the countries participating in the Lifelong Learning programme. **Bilateral Partnerships:** The partnership consists of two institutions, each one located in one of the countries participating in the Lifelong Learning programme. The eligible countries are the 27 Member States of the European Union, Norway, Liechtenstein, Iceland and Turkey.
- At least one participating institution is located in a Member State of the European Union at the



starting date of the Partnership.

- Ⓔ Each participating institution has checked with the National Agency in its country that it is eligible to participate in a Comenius Partnership.
- Ⓔ If the application concerns a **Bilateral Partnership**, it must include in its work programme a reciprocal exchange of classes or groups of minimum 10 days involving pupils aged at least 12 (a class or group from one school visits the other, and vice versa). The minimum size of the group participating in each phase of the reciprocal exchange is 10 pupils in the case of "small group class exchanges" and 20 pupils in the case of "large group class exchanges" (depending on the grant amount requested). The two participating schools cannot have the same teaching language.
- Ⓔ The copy submitted to each National Agency has been signed by the person authorised to enter into legally binding commitments on behalf of the applicant institution concerned (or a person duly authorised by the legal representative).
- Ⓔ Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.
- Ⓔ Each participating institution has checked with its National Agency whether there are any national eligibility criteria and/or national priorities and whether the National Agency requires any additional information to be submitted in support of the application.

Please note: It is strongly recommended to indicate in the Partnership application which of the partners volunteer to act as replacement coordinators, should the original coordinator be rejected in the selection procedure. Please tick the relevant box for each partner who wishes to volunteer – if needed, replacement coordinators will be taken in the order they appear in the form. Please indicate as many replacement coordinators as possible.



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2. COORDINATOR

Sections 2 and 3 contain the details of each institution/organisation participating in the Partnership.

2.1 ORGANISATION

Full Legal Name	IESO QUERCUS		
Full Legal Name In Latin Character	IESO QUERCUS		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 51 to 250
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	PASEO PONIENTE S/N		
Postcode	37190	City	TERRADILLOS
Region	Castilla y León		
Country	Spain	Scope	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Coordinator	Spain	Organisation's e-mail (if applicable)	ieso-quercus@jcyl.es
Organisation's website (if applicable)	http://e-quercus.es		



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 1

3.1 ORGANISATION

Full Legal Name	ISTITUTO DI ISTRUZIONE LICEO SCIENTIFCO E. BALZAN		
Full Legal Name In Latin Characters	ISTITUTO DI ISTRUZIONE LICEO SCIENTIFCO E. BALZAN		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 501 to 2000
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	VIA A. MANZONI		
Postcode	45021	City	Badia Polesine
Region	Veneto		
Country	Italy	Scope	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Italy	Organisation's e-mail (if applicable)	liceobadia@liceobalzan
Organisation's website (if applicable)	www.liceobalzan.it		

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 2**3.1 ORGANISATION**

Full Legal Name	ΓΥΜΝΑΣΙΟ ΕΥΚΑΡΠΙΑΣ		
Full Legal Name In Latin Characters	GYMNASIO EFKARPIAS		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 251 to 500
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Paleon Patron Germanou 1		
Postcode	56429	City	Efkarpia - Thessaloniki
Region	Kentriki Makedonia		
Country	Greece	Scope	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Greece	Organisation's e-mail (if applicable)	mail@gym-n-efkarp.thess.sch.gr
Organisation's website (if applicable)	http://gym-n-efkarp.thess.sch.gr		

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 3**3.1 ORGANISATION**

Full Legal Name	COLEGIUL NATIONAL PEDAGOGIC 'CONSTANTIN BRATESCU'		
Full Legal Name In Latin Characters	COLEGIUL NATIONAL PEDAGOGIC 'CONSTANTIN BRATESCU'		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 501 to 2000
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Rascoala din 1907 nr 42		
Postcode	900727	City	Constanta
Region	Constanta		
Country	Romania	Scope	<input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> Nacional <input checked="" type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Romania	Organisation's e-mail (if applicable)	bratescu@gmb.ro
Organisation's website (if applicable)	www.colegium.ro		

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 4**3.1 ORGANISATION**

Full Legal Name	Средно общообразователно училище „Иван Вазов”		
Full Legal Name In Latin Characters	SREDNO OBSHTOOBRAZOVATELNO UCHILISHTE 'IVAN VAZOV'		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 501 to 2000
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Gancho Popnikolov 34		
Postcode	4330	City	Sopot
Region	Plovdiv		
Country	Bulgaria	Scope	<input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Bulgaria	Organisation's e-mail (if applicable)	sousopot@abv.bg
Organisation's website (if applicable)	www.sousopot.com		

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 5**3.1 ORGANISATION**

Full Legal Name	KAITAAN LUKIO		
Full Legal Name In Latin Characters	KAITAAN LUKIO		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 251 to 500
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Karapellontie 11, 02619 Espoo		
Postcode	PL 3434, 02070	City	Espoon kaupunki
Region	Uusimaa (Suuralue)		
Country	Finland	Scope	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Finland	Organisation's e-mail (if applicable)	harri.henttonen@espool.fi
Organisation's website (if applicable)	www.kaitaa.com		

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 6**3.1 ORGANISATION**

Full Legal Name	EMLAK KONUT MIMARSINAN LİSESI		
Full Legal Name In Latin Characters	EMLAK KONUT MIMARSINAN LİSESI		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 501 to 2000
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Batikoy mah.billur sok. Sinanoba Mimarsinan		
Postcode	34500	City	Istanbul
Region	Istanbul		
Country	Turkey	Scope	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Turkey	Organisation's e-mail (if applicable)	msinanblise@buyukcekmecemeb.gov.tr
Organisation's website (if applicable)			

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes



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3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 7**3.1 ORGANISATION**

Full Legal Name	RSG SLINGERBOS / LEVANT		
Full Legal Name In Latin Characters	RSG SLINGERBOS / LEVANT		
Type of Organisation	General secondary school		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 501 to 2000
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Eisenhowerlaan 59		
Postcode	3844 AS	City	Harderwijk
Region	Gelderland		
Country	Netherlands	Scope	<input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional <input type="checkbox"/> Nacional <input type="checkbox"/> European <input type="checkbox"/> International
National Agency of the Partner	Netherlands	Organisation's e-mail (if applicable)	adm@rsgsl.nl
Organisation's website (if applicable)	www.rsgsl.nl		

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes

4. DECLARATION OF HONOUR

DECLARATION

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

I, the undersigned,

Request from my National Agency a grant for my organisation as set out in section 7 of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

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

OR

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

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

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

Certify that:

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify ;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 96(1) of the Financial Regulation (Council Regulation 1605/2002 of 25/06/02, as amended).

Acknowledge that:

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

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);



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- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

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

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

PROTECTION OF PERSONAL DATA

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 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. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate National Agency to which the form must be submitted. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at any time. (http://www.edps.europa.eu/00_home.htm).

Signature: _____ Date: _____

Name of signatory: _____

Position within the organisation: _____

Name of the applicant organisation: _____

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



5. DESCRIPTION OF PROPOSED PARTNERSHIP

Please note that this section must be completed jointly by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

5.1 SUMMARY

Summary of the planned Partnership. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise and do not exceed 200 words.

In the project " BEYOND WORDS " we intend to work on the subject of the communication of concepts, ideas and universal values drawing on the wealth of the alternative languages of the arts: music, painting and sculpture.

Each partner will realize research into artistic works of their countries relevant to the communication of universal values.

This research involves placing the works in context, which presupposes a review of the historical and social background of the period of their creation.

Firstly, a study will be carried out, therefore, on those national creations that convey concepts, ideas and universal values (peace, solidarity, brotherhood, equality, dialogue, friendship, freedom, justice, happiness...) and once the study is completed and conveniently prepared, it will be presented to the other partners.

As a second step and upon agreement of all partners, those works that represent the values that formed the European Union will be highlighted.

All the work performed will form a whole; still it will be structured in didactic units, the contents of which will be the different artistic expressions that convey the proposed concept, idea or value.

The partnership will promote the dissemination of the final products planned (website, blog, newspapers, press releases, educational brochures, workshops, meetings, lectures, cultural weeks, exhibitions, didactic units, digital files, video recordings, DVDs...) so that the entire education community benefits from the work carried out.

The project aims to take advantage of the communicative potentials of the art, and its value as a universal language in the interaction between different nations and diverse cultures.



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5.2 CONTEXT

What is the general context of **each institution** involved in the proposed Partnership? Is there a specific context as for example: Are the institutions in disadvantaged areas? Do the institutions have pupils, staff or other groups with specific needs, e.g. pupils at risk of social exclusion, pupils with special needs, migrants, refugees? If so, please explain.

A) GENERAL CONTEXT OF EACH INSTITUTION:

COORDINATOR: (SALAMANCA-SPAIN)

IESO QUERCUS, is a small educative centre with only the four levels of the Secondary Obligatory Education (age of pupils 12-16).

It is located in Terradillos, a village situated on the outskirts of the city of Salamanca.

Since some years ago, the number of immigrants is increasing continuously because the housing is cheaper than in the city, having to face the integration of these families as their children attend our school. With this familiar and social situation, our students have no opportunities to know other countries and their cultures.

PARTNER 1: (BADIA POLESINE-ITALY)

Our school, I.I.S Liceo Scientifico E. Balzan, has got three courses :

The Language course, the Scientific Technological course and the Technical Industrial course with the specialization in Electronics and Telecommunication. Even if they are three different courses with their own specific curriculum, they share the same Educational Didactic Planning.

Our school is situated in Badia Polesine, a small town in Alto Polesine, an area bordering the provinces of Ferrara, Padua and Verona, which is why our catchment area is so large and varied. Needing labour, the northeastern small- and medium-sized factories attract an increasing number of immigrants, whose children attend our school. These families integration is not easy; therefore our school has a thoughtful approach to this matter and is actively involved in making this process easier.

PARTNER 2: (THESSALONIKI-GREECE)

Our school, GYMNASIO EFKARPIAS, is a quite big three-level Secondary Obligatory Education school (age of pupils 13-16).

It is located in Efkarpia, a suburb of Thessaloniki, the co-capital of Greece.

In addition to that, the number of immigrants in the area is increasing continuously, because housing is cheaper in Efkarpia than in the city. So, we have to face the issue of incorporating all of them into our everyday life at school.

Our school follows the curriculum suggested by the Greek Ministry of Education. In addition, emphasis is given on the process of environmental, cultural, European projects, as well as in organizing day courses on various subjects such as career guidance projects, drama classes etc. In this way, we believe, we can contribute to ease the differences among students and give equal chances to all of them.

This project would help our students to broaden their European horizons and give them a great deal of perspective.

5.2 CONTEXT

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PARTNER 3: (CONSTANTA-ROMANIA)

During its centenary existence, the N. P. C "Constantin Bratescu" has educated children (from 6 to 18 y.o.) belonging to a wide national background, specific to the region our school is situated, Dobrudja, "a tiny Europe and Asia together", as it was called.

In addition to the curriculum, annually, various optional courses and projects have been added to emphasise school role as catalyser for their cultural multinational values. It has become obvious, that a climate of tolerance, plural coexistence and cultural diversity has been maintained, yet, preserving for each of them the national identity, on a school background of equal chances. Taking part in this project will be for pupils and teachers of our school, anxious to meet foreign people and learn about other cultures, an excellent opportunity to reflect on European culture variety.

PARTNER 4: (SOPOT-BULGARIA)

SOU "Ivan Vazov" is a general primary and secondary school, situated in the historical town of Sopot, in the very heart of the Central Balkan National Park in Central Bulgaria. Due to economic and demographic collapse of the rural areas, many schools in the surrounding villages have been closed. Many of their pupils came to our school, among them a significant number of ethnic Turks and Roma.

Communicating with students from different countries and working on a variety of cultural issues would develop our students knowledge about Europe and themselves as well. A participation in this project would develop the emotional intelligence of our pupils, and would show them the European horizons and future perspectives.

PARNER 5:(ESPOON KAUPUNKI-FINLAND)

KAITAAN LUKIO is an upper secondary school with an extended visual arts-oriented programme, situated in Espoo, 15 km south of Helsinki. International relations and projects have always played a big part in our school, which has belonged to Unesco's ASPnet since the 1970's.

We try to motivate our students to achieve a greater multicultural understanding through exchange programmes, and one of our aims is to promote tolerance.

PARTNER 6: (ISTAMBUL-TURKEY)

EMLAK KONUT MIMARSINAN LISESI is a big educative school with only the four levels of the secondary school. (Age of pupils 14-18). It is located near the MARMARA sea. Our school is out of city centre.

This school was built at the end of 2005. We have got many different activities: Chess, gym, laboratory... It has also got a big playground. The school is not far from the MARMARA sea.

PARTNER 7: (HARDERWIJK-HOLLAND)

The RSG-Slingerbos / Levant is a secondary school for pupils from 12-18 y.o, in the middle of the Netherlands. It is situated in two different locations, in two cities. One in the polder, and one in Harderwijk. Although the majority of our pupils are from the Netherlands, we also have pupils from Turkey, Maroc, Afganistan, Irak... but they are well integrated in the school community.

The internationalisation is a more and more important part of the school curriculum. In all school years the EIO (European and International Orientation) will be integrated into the relevant subjects.

We want our pupils to be aware of being not only a Dutch citizen, but also an European citizen.

The way to reach this, is giving our pupils the opportunity to work and to communicate on projects with pupils from other countries. In this global world all students need to experience to cooperate with young people from other countries.

This Comenius project will contribute to understanding over the borders and to reduce prejudice in general.

5.2 CONTEXT

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B) MOTIVATION TO TAKE PART IN THIS PARTNERSHIP AND WHAT IS EXPECTED TO GAIN FROM EUROPEAN COOPERATION.

THESE ARE THE MAIN REASON THAT MOTIVATE THE PARTICIPATING SCHOOLS TO TAKE PART IN THE PROJECT:

- To develop the idea of partnership among the schools.
- To develop tolerance toward different cultures.
- To work on issues related to intercultural education.
- To share the wealth of cultural expressions that exist in Europe.
- To include arts as a support in the education in values.
- To enhance and reinforce the European dimension of education in the educational programmes of the participating schools.
- To increase students and teachers knowledge of the wealth of European culture diversity.
- To contribute to the exchange of innovative ideas, materials and experiences among schools with different education systems..
- To collaborate in the development of the European Union as an advance knowledge society and in its greater social cohesion.
- To give students of disadvantage areas an opportunity to know different environments.

PARTICIPATING SCHOOLS EXPECT TO GAIN FROM EUROPEAN COOPERATION:

- To acquire better motivation to learn foreign languages.
- To encourage pupils to strike up an acquaintance with people from other cultures.
- To expand and share educational and pedagogical ideas and activities.
- To improve the training of school education staff enabling teachers from different countries to improve their teaching skills in specific areas.
- To learn to work on a common topic pupils and teachers from schools of different European countries.
- To meet new friends abroad.
- To improve intercultural competence of students and teachers.
- To acquire knowledge about life and schooling in participating countries.
- To acquire a greater interest in other countries and cultures.
- To learn to be tolerant with cultures and people from other countries.
- To enhance social skills and the ability to work as a team.
- To strengthen the European dimension in the participating schools.
- To learn to learn.
- To acquire specialized knowledge and skills of ICT.



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5.3 OBJECTIVES OF THE PARTNERSHIP

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

a) Concrete objectives:

- To know works in the fields of music, painting and sculpture that convey universal values: peace, solidarity, brotherhood, equality, dialogue, friendship, freedom...
- To reflect on works of art related to values that have helped to shape Europe.
- To know the historical and social context of the proposed works of art.
- To realize the art contribution in the transmission of universal values.
- To show the importance of art in intercultural communication.
- To reflect on the art as universal language.
- To use the artistic creations to educate in values.
- To get acquainted with other countries and cultures through their works of art.
- To motivate our students to be interested in art.
- To promote creativity in the school.
- To use the project as learning and teaching tool.
- To strengthen the European dimension through the comparison of education systems and the knowledge of other cultural and social situations.
- To motivate to learn foreign languages.
- To integrate the schools cooperating in the project
- To learn tolerance toward different cultures.
- To exchange educational and pedagogical strategies and practices.
- To prepare and share didactic materials and experiences.
- To help our students to acquire the basic skills and competences for active European citizenship.

b) Subject or problems to address:

- Awareness of the existence of universal values, concepts and ideas.
- The arts and its role in the communication of values.
- Relevant works of art showing concepts, ideas and universal values.
- Contribution of art to the idea of Europe.
- Contribution of the nations involved in the project to the dissemination of universal values through art.
- Education in values.
- Tolerance and respect for others.
- Role of universal values in the cohesion and shaping of Europe.

c) Approach to achieve the objectives:

The project is justified in the belief that art has a huge communicative power in intercultural and supranational communication because it is not constrained by the knowledge of a specific language.

- Work will start reflecting every school on the existence of universal values, in order to determine those values and the role Europe has played in their dissemination, and also their influence in shaping Europe.
- After a process of research, each partner will compile those works of art relevant in the communication of universal values in his country.
- Then each work of art will be framed in the historical and social context of its creation, to facilitate its meaning and transcendence in the transmission of values.
- Those artistic creations which have an impact on European values will be highlighted.
- The work done will be presented to the partnership properly explained to be understood.
- The working methodology will be active and motivating to involve and interest our students.
- The project will be disseminated so that the local, regional and national community benefit from its final results.



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5.4 PARTNERSHIP AND DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

The content of the project are the artistic creations in the field of painting, music and sculpture existing in each country, whose topic is a universal value and, therefore, may serve for an intercultural communication to overcome the language barriers.

The task of each school will be to find artistic works in its country that convey universal values: peace, solidarity, brotherhood, equality, dialogue, friendship, freedom, justice, happiness... or any of human rights.

The works selected will be presented with the necessary explanation to be understood the historical and social context in which they were created, and so facilitate their understanding to the partnership. Each partner will decide what periods of the art history of his nation will research to find works referring to the proposed themes, and being interesting to present works on all those subjects suggested, however, the partners are free to work the topics they consider more interesting and motivating for their students. To help focussing on the project idea, we present two samples of teaching units:

TEACHING UNIT: Topic/Universal value: PEACE. Works of art related to the topic in Spain:

1.- In the field of painting:

- a) Goya: Disasters of war, The shootings of May 3rd.
- b) Picasso: Guernica, Dove of Peace, World without weapons, War and Peace, Vive la paix, La Visage de la Paix.
- c) Dalí: Visage of war.

2.- In the field of music: Sólo le pido a Dios (Just I ask God) by Ana Belén
Rosa de la paz (Rose of peace) by Amaral
(Lyrics will be provided translated into English)

3.- In the field of sculpture:

A monument for peace (Jesús Pérez). A world in peace (Javier Segura). Peace monument (Abreu)

TEACHING UNIT: Topic: HOPE-OPTIMISM-JOY OF LIFE (Example from the Greek school)

1. In the field of music: "Axion Esti" music by Mikis Theodorakis, lyrics by Odysseas Elytis.

2. In the field of sculpture: "Winged victory of Samothrace"

To ensure the active participation of all partners in the common activities, the working methodology and aims will be determined by mutual agreement, and the participating schools will be promptly and permanently informed by the coordinator on the progress of the project.

The coordinator will also facilitate the collaboration and the efficient distribution of tasks organising meetings, centralising the information given by the different countries, writing the necessary reports and taking on the responsibility of verifying the fulfilment of the steps agreed by the partnership. All participants will assume the same duties and implication during the whole extend of the project.

The first meeting of the Partnership will take place in September 2009. In this meeting the concrete tasks and responsibilities will be assigned to the partners by the coordinator, and the steps to be followed in the development of the project will be agreed.

5.5 COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions will be organised.

- The work to be carried out by all the partners will follow these steps: to search, find, compile and present works of arts which convey concepts, ideas and universal values, but each partners will research the art of his own country, so even all the partners will have an equal part of work to do, the items proposed by the involved schools will be different.
- According to this task, the coordinator school will foster cooperation and communication, serving as a meeting point so that the partners send their ideas, doubts and results, and these are shared by the partnership.
- Working language will be English and the coordinator will watch to solve eventual problems of communication, and will create a favourable context for oral exchanges providing written materials and advice.
- The coordinator will foster a permanent and effective attitude of cooperation among the participating schools proposing activities to work in group.

Effective cooperation among the participating schools will be ensured:

- By using the Internet (emails, chats, videoconference) as a platform to enable a continuous exchange of ideas and suggestions.
- By registering the partnership in e-Twinning to use its tools and services.
- By giving regularly reports so that eventual misunderstandings can be solve at once.
- By registering events, results, information, achievements and problems.
- By meeting regularly.

The coordinator school shall pay particular attention to the timing of activities, and facilitate the monitoring of the work done by the different partners through worksheets developed for this purpose, ensuring that information is shared fluently

The coordinator school will also coordinate the formation of a web site and a blog on the Internet, to be used as a communication tool between teachers and students of the different countries involved in the project, and will make use of opportunities offered by New Technologies to keep the partnership permanently in touch.

In the first meeting in September 2009, will be agreed concrete measures to establish a regular and effective communication among the participating schools to share information, questions, answers, suggestions and messages.

The project has planned out eight meetings for teachers (one in each of the involved schools), and two meetings for pupils, one every year (Italy and Spain). Before the meetings, each school will send to the coordinator a written assessment of the current state of the work done until the moment, and also a proposal of new stages. The coordinator will compiled the information provided, and will present it in the meetings to evaluate the progress of the project and reach agreements.

Meetings and visits, both teachers and students will do to the countries of the partnership, are the best opportunity the project presents of multicultural relationship, therefore they will be carefully programmed to maximize their advantages.



5.6 IMPACT AND EUROPEAN ADDED VALUE

What impact and benefits of European cooperation do you expect Partnership activities to have on persons (pupils and staff) and on the participating institutions?

Through the art, the purest way of expression the man knows, we intend to create thoughts, emotions, feelings, behaviours... and taking advantage of art as a universal common language, to generate in the participants a deeper awareness of the European Union and a greater sensibility towards the importance of intercultural relationships. All this through sharing experiences, material and activities.

Every country has a national identity: a collective history, language, customs and culture. But in Europe every person is also an European citizen. European citizenship is not possible without all national identities. It will be interesting for our pupils to research on the national identity of their "own" art and its influence on the European Cultural Heritage.

Pupils and teachers will exchange information about other countries. They will learn more about the language, culture, arts, way of life and social situations of the countries involved in the project. They will improve tolerance and understanding for each other, essential values to fight against xenophobia.

Teachers and students from eight European countries: Spain, Greece, Netherlands, Finland, Italy, Romania, Bulgaria and Turkey, working together on the same topics for two years, will know better to each other and will also learn about works of art in his own country and in other countries, and reflect on the role of art in the dissemination of universal values.

The variety of countries which form the partnership, in addition to their geographical situation, is a very interesting key factor to motivate to know each other, and also to achieve a wider knowledge of European culture wealth and diversity.

Teachers will be able to acquire new language skills and technologic aptitudes, and may also receive new incentives in their methodology and pedagogy.

In the students, active subjects of education, we hope to promote the European sense, fostering an attitude of continuous knowledge and curiosity about their environment and other European countries and cultures

The involved institutions will have to learn to cope with intercultural partners, to reflect on different ways to express the same values, and to respect the national identity and ways of life of foreign people. It will be necessary to have an open mind and to be ready to accept differences.

For the local community, visits of teachers and pupils from other nations will improve communication, tolerance, knowledge about other European countries, and a feeling of international friendship will surely be built.

The project will provide to the whole community (pupils, teachers, parents, organizations...) the opportunity of being effectively in touch with the European diversity, and enlarging its knowledge on different social and cultural realities. Furthermore, we hope to help to foster the development of the European dimension spirit through the dissemination of the partnership activities and final products.

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5.7 RELEVANCE FOR THE OBJECTIVES OF THE PROGRAMME

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

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

We have planned a maximum number of mobilities for students and teachers. Students will meet in Italy (June 2010) and Spain (June 2011). Staff will have a meeting in each of the eight schools of the Partnership, four every school year.

There are schools from eight countries in the proposed Partnership. The variety of countries and their geographical situation, will provide interesting opportunities to a large number of students to share educational activities during the period of the programme.

Working language will be English, because it is studied by all the students as a main foreign language at their schools. The contact with foreign students will improve the linguistic competence previously acquired and will motivate the learning of other languages.

Many of the activities and products planned in the project depend on the use of ICT. The Partnership will promote the use of the Internet and New Technologies as a communication tool between learners of different countries.

5.8 EVALUATION

How will you evaluate, during and after the Partnership, whether the aims of the partnership have been met and the expected impact has been achieved?

The evaluation of the project will comprise three stages: initial - continuous during the process - final evaluation.

a) Initial evaluation:

In the first meeting (Finland, September 2009) will be drafted up a survey, so that teachers involved ask their students in order to assess the previous knowledge they have of the theme of the project. The coordinator will collect the results by countries, and will inform to the rest of the Partnership through graphs, tables ... of the obtained information.

b) Continuous evaluation:

There will be regular meetings at every participating school to analyse the progress of the project. The coordinator will compile the conclusions to share them with the Partnership. Monthly, results will be collected, and will be reviewed the progress of project through surveys, questionnaires and reports in order to maintain a good coordination and readapt objectives and activities in case of being necessary.

To this process of continuous evaluation will help seminars, meetings of teachers and students, carrying out surveys, worksheets, epistolary correspondence, emails, workshops, visiting the respective websites of the participating schools, and sharing a common website and a blog on the Internet.

Three times every year (December, April and September) a large questionnaire will be prepared by common agreement, to be answered by all the teachers and pupils involved in the Partnership, to obtain the widest information on the progress of the project until this moment, and according to the results, to make readjustments and improvements if it is necessary.

At the end of every school year, a written report will be made by each participating school to inform on its own progress of the project. The results, collected and assessed by the coordinator school, will be communicated to the Partnership and will be included in the project final report.

c) Final evaluation:

There will be a final evaluation in the last meeting; but in every previous meeting the work done until the moment will be assessed, reviewed and compiled. In the final evaluation, all the work done will be evaluated: its quality and adequacy to the contents, the objectives and final products achieved, and its standard of implementation and coordination. This evaluation will be made by all the participating teachers and students. This last stage will end compiling data and integrating all inputs into a unitary whole.



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5.9 ACTIVE INVOLVEMENT

If your partnership focuses mainly on pupil involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how all relevant staff will be actively involved in planning, implementation and evaluation of project activities.

Our partnership focuses mainly on two issues: The participation of students in the progress of the project and the pedagogical issue of their education in values.

We have planned out, therefore, the following measures to achieve these two objectives:

a) Pupils' involvement:

Section 5.4 Partnership and distribution of tasks says: 'The partners are free to work on the topics they consider more interesting and motivating for their students'.

It is expected, therefore, an active involvement of students in the selection of the contents, and also in the planning, implementation and evaluation of the activities.

In every school, the coordinator teacher will be responsible for coordinating and energizing the matters related to the project, explaining its methodology and encouraging students' involvement in every one of its steps.

Coordinator teachers will foster especially the participation in the project of those economically disadvantaged and immigrants. Where there are immigrants from the countries of the Partnership, they can bring ideas and give information about the subject of the project in their own countries.

The direct involvement of the students will be done through:

- The activities of the curriculum in every school, as the general and specific objectives of the project will be integrated into the programming of the different subjects and lessons.
- Collaborating with their teachers in the preparation, coordination and implementation of tasks.
- Carrying out surveys, preparing worksheets and questionnaires to propose to the Partnership, and on the other hand answering these activities if they are asked.
- Participating in TV and radio programmes and writing articles for the press.
- Assuming task in the workshops, open days and cultural week programmed.
- Maintaining correspondence with the students of the involved schools.
- Taking photos, recording videos and saving digital files to prepare the final products.
- Helping to update the website and blog of the partnership.
- Collaborating in the dissemination of the results and final products of the project.
- Participating in the meetings in Italy and Spain.

b) Pedagogical issue of education in values.

Education in values is the biggest challenge of education systems in modern societies, and teachers are crucial to achieve this objective. Participating teachers will integrate this aim in the curricula and daily lessons, and will also assume the leadership in the planning, implementation and evaluation of the activities of the project.



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5.10 INTEGRATION INTO LEARNING AND/OR OTHER ONGOING ACTIVITIES

If the project focuses on pupil involvement, please explain how the project will be integrated into the curriculum / learning activities of the participating pupils in each of the participating organisations.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how the project will be integrated into the ongoing activities of the participating organisations.

Integrating the project into the learning activities of each participating school, and getting the support of the working team and direction board is an essential factor of success.

According to this, the coordinator of the project in every school (contact person) will foster the implication of the school as a whole, for this purpose, at the beginning of the school year, the departments involved (history/social science, geography, religion/ethics, music, art, foreign language, ICT) will include in their didactic programming the activities, objectives and contents of the project to integrate them in the curricula of the subjects.

The didactic units carried out on the topics of the project will be used in the classes in the regular teaching/learning process.

Once integrated in the curricula, the project will form part in the regular activity scheduled of each school, and being part of the general annual programming, will help students to acquire new competences: motivation to learn, motivation towards foreign languages, team spirit, open-mindedness, learn to learn...

Communication in the language of work will be supported by the English teachers.

The use of ICT will be supported by the ICT teachers.

The research on works of art in the field of painting and sculpture will be led by the Art/Art crafting teachers.

The research on works of art in the field of music will be led by the Music teachers.

Placing the works of art in context to understand the historical and social background of the period of their creation will be led by the Geography and History teachers.

All the process of research will be supervised by the Ethics teachers and the Pedagogic Counsellor.



5.11 DISSEMINATION AND USE OF RESULTS

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

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

The Partnership will promote activities to disseminate and use the results, experiences and final products so that the entire education community benefits from the work carried out, in accordance with the following plan:

a) In the participating schools:

- Exchanging information amongst the participating school through the blog and the website created.
- Sharing the work done through emails, digital files and discussion forums.
- Creating a school magazine shared by the Partnership.
- Meetings and debates in schools.
- Organizing exhibitions and workshops to display materials and works done by the partnership.
- Integrating the project into the activities of cultural weeks.
- Celebrating open days at schools.

b) In the local communities:

- Reporting on the work of the partnership from schools and from school boards.
- Publicizing the exhibitions organized by the schools.
- Publicizing the website and blog of the partnership.
- Encouraging to make suggestions and contributions to the project.
- Giving information in open days at schools and with meetings for parents.
- Writing articles for local, regional and national newspapers.
- Writing articles for academic and professional journals.
- Organizing conferences, seminars and workshops on the theme of the project.
- Interviews and reports on TV and radio searching to promote the educational community involvement.
- Keeping informed the local, regional and national media about the project.
- Using the local media to publicize the results, experiences and products.

d) In the wider lifelong learning community.

- Organizing conferences, seminars and workshops on the project inviting teachers from other local schools.
- Providing teachers' training centres the materials, activities and products carried out to be used by other teachers.
- Involving teachers' training centres to publicize the project among teachers and schools.

5.12 TOPICS

Please list the main thematic areas (maximum 3) of your Partnership or complete under "other" if it is missing from the list

Nr.	Topic (<i>maximum 3</i>) [Table E - Topics]
1	Intercultural education
2	European citizenship and European dimension
3	Learning about European countries

5.13 EDUCATIONAL FIELDS

Please list the main educational fields in which Partnership activities will be implemented

Nr.	Field (<i>maximum 3</i>) [Table F – Educational fields]
1	Civics
2	Arts and Crafts
3	Music