



**LIFELONG LEARNING PROGRAMME  
COMENIUS  
Application form 2012 for  
Comenius Regio Partnerships**

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

|  |                             |
|--|-----------------------------|
| Programme                                  | Lifelong Learning Programme |
| Sub-Programme                              | COMENIUS                    |
| Call for Proposals                         | LLP Call for Proposals 2012 |
| Action                                     | COMENIUS REGIO PARTNERSHIPS |
| Deadline                                   | 21.02.2012                  |
| National Agency of the coordinating region | <i>GB1</i>                  |

|   |                             |
|---|-----------------------------|
| Project title                                 | -Language Learning Matters- |
| Project acronym                               | -LLM-                       |
|   |                             |
| Working language of the partnership           | <i>-English</i>             |
| Number of participating regions               | 2                           |
| Total number of local partners (both regions) |                             |

|  |   |
|--|---|
| Name of the applicant institution in the coordinating region | Southwark Local Authority   |
| Name of the applicant institution in the partner region      | Consejería de Educación, Universidades y Sostenibilidad Dirección General de Ordenación, Innovación y Promoción Educativa, Canary Islands |

## General information

Before completing this form, please read the relevant sections in the Lifelong Learning Programme Guide and the 2012 Call for Proposals published by the European Commission. Please consult also the website of your National Agency, which contains additional information on closing dates and National Agency addresses to which the application must be sent. A link to the European Call for Proposals, the Programme Guide and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website:

[http://ec.europa.eu/education/comenius/doc854\\_en.htm](http://ec.europa.eu/education/comenius/doc854_en.htm)

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

This application form should be completed by the relevant authority in the coordinating region (Partner region 1) of the proposed Comenius Regio Partnership, in close cooperation with the partner region (Partner region 2). It shall give full details of the Partnership including the details of all partners (regional/ local authorities and regional/ local partners), all planned mobilities and the grant requests for both partner regions. The coordinating region (Partner region 1) must send a copy of the completed form to the relevant authority in the partner region (Partner region 2). The authorities in both partner regions complete and sign the declaration and fill the information on the cover page of their individual copies. They submit their copy to their National Agencies by 21 February 2012 (date as postmark) attaching letters of intent from each of the organisations participating in their region. The partner region must not change any of the information contained in the form completed by the coordinating region; all copies must be identical except for the Declaration. Please note that the form should be completed well in advance before the deadline so that both participating regions are able to post its copy of the application on time.

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

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

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CHECKLIST

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

- [NAs which require electronic submission (online or offline / email) should indicate such requirements here.]
- The application has been submitted by the applicant institution on the 21 February 2012 at the latest (postmark date).
- The application has been submitted using the correct application form.
- The application has been submitted according to the instructions published by the National Agency.
- The form is not hand written (except for the Declaration).
- The form has been completed in full.
- The form has been completed using one of the official languages of the EU.
- Part E (Requested funding) includes the Partnership type or the grant amount requested by the applicant institution for mobilities.
- Part E (Requested funding) includes a budget for additional project costs or states that no grant for additional project costs is requested.
- The partnership consists of two regions, each one located in one of the countries participating in the Lifelong Learning programme.
- At least one participating region is located in a Member State of the European Union at the starting date of the Partnership.
- Each applicant institution is eligible to receive funding from this National Agency to participate in a Comenius Regio Partnership.
- In each partner region, at least one school and one other organisation will be involved in activities (in addition to the applying local or regional authority).
- At least one of the schools involved in the Comenius Regio Partnerships in each applicant region is eligible in Comenius School Partnerships.
- The form has been signed by the legal representative of the applicant institution or a person duly authorised by the legal representative. Please note that in both regions (the coordinating region and the partner region) the applicant institution is the local or regional authority with a role in school education.
- Letters of intent from all organisations participating in the respective partner region have been attached to the signed copy submitted to the National Agency.
- Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned. (exclusion criterion)
- The application includes a grant request in euros.



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A. Applicant and other organisation data

B. A.1 – Organisation

|                                    |   |        |           |
|------------------------------------|---|--------|-----------|
| Role in the Project                | COORDINATING REGION / PARTNER REGION 1  |        |           |
| Legal Name                         | Southwark Local Education Authority   |        |           |
| - in Latin characters              |   |        |           |
| Acronym – if applicable            |   |        |           |
| National ID Number – if applicable |   |        |           |
| Official address                   | 160 Tooley Street   |        |           |
| Postal code                        | SE1 2TZ   | Town   | London    |
| Country                            | United Kingdom  | Region | Southwark |
| Website                            | <a href="http://www.southwark.gov.uk/info/100005/education_and_learning">http://www.southwark.gov.uk/info/100005/education_and_learning</a> |        |           |
| National Agency                    | GB1   |        |           |

C. A.2 – Legal representative

|                  |                              |        |             |              |         |
|------------------|------------------------------|--------|-------------|--------------|---------|
| Name             |                              | Mr     | Jim         | First Name   | Eshelby |
| Position         | Head of Standards, 0 - 19    |        |             |              |         |
| Official address | -as above-                   |        |             |              |         |
| Postal code      |                              | Town   | London      |              |         |
| Country          |                              | Region | Southwark   |              |         |
| Telephone 1      | 020 7525 2919                |        | Telephone 2 | 07983 989873 |         |
| E-mail           | Jim.Eshelby@southwark.gov.uk |        | Fax         |              |         |

D. A.3 - Contact person

|                  |   |        |             |            |        |
|------------------|---|--------|-------------|------------|--------|
| Name             |   | Mrs    | Holdsworth  | First name | Evelyn |
| Department       | Heads                                       |        |             |            |        |
| Position         | Adviser for School Leadership               |        |             |            |        |
| Official address | John Donne Building, Woods Rd               |        |             |            |        |
| Postal code      | SE15 2WS                                    | Town   | London      |            |        |
| Country          | United Kingdom                              | Region | Southwark   |            |        |
| Telephone 1      | 0207 639 0594                               |        | Telephone 2 |            |        |
| E-mail           | evelynholdsworth@johndonne.southwark.sch.uk |        | Fax         |            |        |

**Lifelong Learning Programme**

**B. Organisation and activities**

B.1 Structure

|   |   |
|---|---|
| Geographical scope<br>(region, municipality, etc) | Borough of Southwark, South East London |
| Organisation type                                 | - <i>PUB-LOC</i>                        |

B.2 Objectives and activities of the organisation

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

Southwark Council is made up of 21 wards, each electing three councilors making a total of 63. Our councilors are responsible for agreeing the council's policies, service levels and how the council's money is spent. The council employs staff known as officers to carry out its policies and run services.

Southwark council is comprised of eight departments, including Children's Services, which has responsibility for Education and schools across the borough, children's social care, youth offending services and specialist children's health services. Southwark Education promotes achievement through learning for all who live, work, study and teach in the borough. We want children and young people to have an excellent education that equips them with the skills they need to succeed in life. Working with parents, carers and pupils, we encourage young people to do well at school and to aim high to fulfill their potential. The entitlement to learn another language is government policy that the borough supports.

Southwark borough and its schools are diverse communities where different cultures and languages add to the richness. It is a challenging environment in which to teach with low levels of income and large numbers of new arrivals. There are 97 schools attended by nearly 37,000 pupils. 40% of pupils are first exposed to a language other than English.

As in other boroughs, Southwark is no longer able to offer the resources to schools that were previously available to support language learning. The previous government provided all Authorities with funding in order to support their Key Stage 2 MFL strategy which provided that all primary pupils from 8—11 had an entitlement to be taught at least one foreign language. The majority of primary level schools in Southwark received support to teach French, although a significant number of schools (more than 10) chose to teach Spanish either instead, or as well as. (A smaller number taught German.) Since 2011, this support has reduced and Southwark's MFL advisory staff left the Authority in December 2011.

This project, therefore, will be of great interest to primary and secondary schools that want to see MFL continuing to flourish in our borough (especially those teaching Spanish) as well as those that believe a cross curricular approach to language learning helps achievement generally.

School leaders are being encouraged to retain a broad education for our pupils and Adviser for School Leadership for the Borough, Evelyn Holdsworth, will support the participation of Southwark school partners in this Regio project.

Please describe the role of your organisation in the project

Project coordinator and lead partner for the Southwark region.

|  |   |                   |
|--|---|-------------------|
| Is the regions involvement result of a contact seminar or preparatory visit? | <input checked="" type="checkbox"/> Preparatory visit<br><input type="checkbox"/> Contact seminar | Agreement number: |
|--|---|-------------------|



Education and Culture DG

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B.3 Other European Union grants Details of projects in which your organisation has participated with the financial support of the European Union and which were related to education and training

| Year | Programme      | Agreement number         | Project title  |
|------|----------------|--------------------------|--|
| 2011 | Comenius Regio | 2011-1—GB1-COM13-10859-1 | Meeting the Challenge of the Multicultural Classroom |
|      |                |                          |  |



Lifelong Learning Programme

B. Organisation and activities

A.1 – Organisation

|                                    |   |        |  |
|------------------------------------|---|--------|--|
| Role in the Project                | LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION  |        | Linked to coordinating region/<br>Partner region 1 |
| Legal Name                         | Goldsmiths Educational Studies, University of London  |        |  |
| - in Latin characters              |   |        |  |
| Acronym – if applicable            |   |        |  |
| National ID Number – if applicable |   |        |  |
| Official address                   | Goldsmiths Educational Studies, Lewisham Way  |        |  |
| Postal code                        | SE14 6NW  | Town   | New Cross  |
| Country                            | United Kingdom  | Region | London   |
| Website                            | <a href="http://www.gold.ac.uk/educational-studies/">http://www.gold.ac.uk/educational-studies/</a> |        |  |

A.2 – Legal representative

|                  |                             |    |             |                    |     |
|------------------|-----------------------------|----|-------------|--------------------|-----|
| Name             |                             | Dr | Jones       | First Name         | Ken |
| Position         | Head of Educational Studies |    |             |                    |     |
| Official address | As above                    |    |             |                    |     |
| Postal code      |                             |    | Town        |                    |     |
| Country          |                             |    | Region      |                    |     |
| Telephone 1      | + 44 (0)207 919 7318        |    | Telephone 2 | 44 (0)20 7919 7171 |     |
| E-mail           | ken.jones@gold.ac.uk        |    | Fax         |                    |     |

A.3 - Contact person

|                  |   |     |                  |             |          |
|------------------|---|-----|------------------|-------------|----------|
| Name             |   | Mrs | Grammatikopoulou | First name  | Vasiliki |
| Department       | (Teacher Training) Goldsmiths Educational Studies |     |                  |             |          |
| Position         | Lecturer in Education                             |     |                  |             |          |
| Official address | -As above-  |     |                  |             |          |
| Postal code      | SE14 6NW  |     | Town             | London      |          |
| Country          | United Kingdom                                    |     | Region           | London      |          |
| Telephone 1      | 0207 919 7363                                     |     | Telephone 2      | 07899673578 |          |
| E-mail           | v.grammatikopoulou@gold.ac.uk                     |     | Fax              |             |          |

## B. Organisation and activities

### B.1 Structure

|                   |   |            |   |        |   |         |  |
|-------------------|---|------------|---|--------|---|---------|--|
| Profit            |   | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-InTTr-Institution for Initial Teacher Training /EDU-UNIV</i> |            |   |        |   |         |  |
| Number of staff   | 60  |            |   |        |   |         |  |

### B.2 Objectives and activities of the organisation

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

Part of the University of London, Goldsmiths Educational Studies trains future teachers. Training future language teachers is a particular specialism. A wide range of degrees from undergraduate through to doctoral level are offered by the other departments of the institution. Underpinning all aspects of learning is an active, vibrant research culture. (Goldsmiths is a member of the 1994 Group of Research Intensive UK Universities and as well as training future teachers, Goldsmiths specializes in humanities with Sociology, Music, and Psychology departments too.)

Goldsmiths Educational Studies places trainee teachers into Southwark schools to prepare them to be teachers and works with mentors and staff from the schools it is linked to in this way. Collaboration with other teacher training institutions abroad has also been strength and for many years. They have offered trainee teachers opportunities to do placements and get teaching experiences in the countries of the languages they would in future be teaching and this Regio project gives them the chance to re-establish their relationship with the University of Las Palmas with who they previously collaborated for 7 years on inter country trainee teaching placements.

Goldsmiths Educational Studies has contributed to UK teacher education since the early 1900s and has a reputation for excellence. Its Research Centre for Language, Culture and Learning is dedicated to investigating ways in which language and culture are integral to learning processes, both in early childhood and throughout the life-span. Current research spans the areas of language, literacy and learning practices in multilingual communities, bilingual learning strategies in mainstream and community schools and cultural practices, identities and discourses in multilingual contexts. The Centre has strong international links with colleagues in the US, Canada, Singapore, Israel, China and New Zealand as well as with a number of EU countries with whom we share both teaching and research programmes.

The lead contacts for the project will be Vicky Grammatikopoulou, who has many years of experience training teachers of Modern Languages at Secondary Level as well as in primary contexts and Ruth Bailey, who specialises in the training of future teachers of Spanish. Vicky has been part of working groups and national projects on multilingual contexts for learning and development of links between mainstream and complementary, community languages schools. She has a special interest in the development of intercultural understanding through language teaching and in negotiation of identity through code switching between bilingual learners. She also has studied and speaks many languages. Ruth spent time living in Spain as part of her own initial teacher education. Both contributed to the project's prep visit in Gran Canaria in early 2012.

Please describe the role of your organisation in the project

Goldsmiths Educational Studies will be one of the UK partners and collaborate with Southwark Authority and the Spanish partners by:

- contributing to the meetings and materials designed in the UK and in Gran Canaria
- contributing to the conference in Gran Canaria in year 1 of the project
- contributing to and convening the final dissemination conference at Goldsmiths in year 2 of the project
- delivering training related to the project theme and developed through the sharing of experience between the project partners to a wider audience of schools in Southwark as part of the project dissemination





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-collaborating with the University of Las Palmas and the authorities on CLIL and on MFL best practice for teaching for teachers in Southwark and Gran Canaria, responding to the needs analysis in both regions

-contributing to the development of the project website and its content

### B.3 Other Community subventions

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

| Year      | Programme           | Agreement number | Project title  |
|-----------|---------------------|------------------|--|
| 2009-2011 | Research & Dev Prog | 2158132          | T3   |
| 2011      | Comenius Regio      |                  | Meeting the Challenge of the Multicultural Classroom |

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



Lifelong Learning Programme

A.1 – Organisation

|                                    |  |        |  |
|------------------------------------|--|--------|--|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL   |        | Linked to coordinating region/<br>Partner region 1 |
| Legal Name                         | City of London Academy (Secondary School)                                  |        |  |
| - in Latin characters              |  |        |  |
| Acronym – if applicable            | COLA   |        |  |
| National ID Number – if applicable | 2106905  |        |  |
| Official address                   | 240 Lynton Rd London   |        |  |
| Postal code                        | SE1 5LA  | Town   | London   |
| Country                            | United Kingdom   | Region | Southwark  |
| Website                            | <a href="http://www.cityacademy.co.uk/">http:// www.cityacademy.co.uk/</a> |        |  |

A.2 – Legal representative

|                  |               |        |         |             |                  |
|------------------|---------------|--------|---------|-------------|------------------|
| Name             | Mr            | Mrs/Ms | Richard | First Name  | Bannister        |
| Position         |               |        |         |             |                  |
| Official address | - as above -  |        |         |             |                  |
| Postal code      |               |        |         | Town        |                  |
| Country          |               |        |         | Region      |                  |
| Telephone 1      | 020 7394 5100 |        |         | Telephone 2 |                  |
| E-mail           |               |        |         | Fax         | +44 20 7394 5101 |

A.3 - Contact person

|                  |                           |    |        |             |        |
|------------------|---------------------------|----|--------|-------------|--------|
| Name             |                           | Ms | Bouchy | First name  | Olivia |
| Department       | MFL                       |    |        |             |        |
| Position         | Head of MFL               |    |        |             |        |
| Official address | - as above -              |    |        |             |        |
| Postal code      |                           |    |        | Town        |        |
| Country          |                           |    |        | Region      |        |
| Telephone 1      | 020 7394 5100             |    |        | Telephone 2 |        |
| E-mail           | obouchy@cityacademy.co.uk |    |        | Fax         |        |

B. Organisation and activities

B.1 Structure

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

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

Academies are publicly funded independent schools. They replace schools in challenging circumstances or are set up as part of a wider school reorganisation, or fulfil an unmet demand for school places. Academies are schools with state-of-the-art facilities for students aged 11 to 18 of all abilities.

The City of London Academy (Southwark) is sponsored by the City of London Corporation in conjunction with the DfE. City of London Academy is a modern and well funded secondary with around 1000 pupils not far from the Old Kent Rd in South-East London. Its sponsor, the City of London, assisted with the funding of the modern and innovatively designed school building. The school specialisms are business and sports, however, language learning in the school is also high profile and pursued energetically by both teachers and pupils. The main languages studied are French and Spanish and this project will allow the school to focus even more on Spanish training. The school is interested to investigate if collaborating with Gran Canaria on this Regio project can lead to an on-going relationship with the Spanish schools involved who might which could be formalized through future school projects offered through the Lifelong Learning Program.

Please describe the role of your organisation in the project

The school will take a full role in the project, contributing to the collaboration during the 2 years of the project and hosting school visits by the visiting Spanish delegations. The project will raise the profile of Spanish language learning in the school and hopefully lead to school to school links within the project cohort in order that a Comenius pupil exchange project can be developed. This has been an unfulfilled aim for some time. The project offers scope for professional development of staff and for the bringing together of the MFL department with other subject areas. We are strong in Business studies and Sport which are academy specialisms at City of London Academy and will seek ways to incorporate language learning into these areas. The school will contribute to the project outcomes and web site and take part in the project meetings and conferences both in the UK and in Spain.

The project links in with the school Community Cohesion and Pupil Development objectives.

**B.3 Other Community subventions**

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



Lifelong Learning Programme

A.1 – Organisation

|                                    |   |        |  |
|------------------------------------|---|--------|--|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        | Linked to coordinating region/<br>Partner region 1 |
| Legal Name                         | The Charter School (Secondary School)   |        |  |
| - in Latin characters              |   |        |  |
| Acronym – if applicable            |   |        |  |
| National ID Number – if applicable |   |        |  |
| Official address                   | Red Post Hill, London   |        |  |
| Postal code                        | SE24 9JH  | Town   | London   |
| Country                            | United Kingdom  | Region | Southwark  |
| Website                            | <a href="http://www.charter.southwark.sch.uk/">http://www.charter.southwark.sch.uk/</a> |        |  |

A.2 – Legal representative

|                  |               |             |               |       |
|------------------|---------------|-------------|---------------|-------|
| Name             | Mr            | Sheppard    | First Name    | David |
| Position         | Headteacher   |             |               |       |
| Official address | - as above -  |             |               |       |
| Postal code      |               | Town        |               |       |
| Country          |               | Region      |               |       |
| Telephone 1      | 020 7346 6600 | Telephone 2 |               |       |
| E-mail           |               | Fax         | 020 7346 6601 |       |

A.3 - Contact person

|                  |                                     |             |            |         |
|------------------|-------------------------------------|-------------|------------|---------|
| Name             | Mr                                  | Dequeurce   | First name | Fabrice |
| Department       | MFL                                 |             |            |         |
| Position         | Head of Languages                   |             |            |         |
| Official address | - as above -                        |             |            |         |
| Postal code      |                                     | Town        |            |         |
| Country          |                                     | Region      |            |         |
| Telephone 1      | 020 7346 6600                       | Telephone 2 |            |         |
| E-mail           | FDequeurce@charter.southwark.sch.uk | Fax         |            |         |

B. Organisation and activities

B.1 Structure

|                   |  |            |   |        |   |         |  |
|-------------------|--|------------|---|--------|---|---------|--|
| Profit            |  | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHSec – General secondary school</i> |            |   |        |   |         |  |
| Number of staff   | 81   |            |   |        |   |         |  |

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

The Charter School is an outstanding family school that inspires and delivers excellence. It sees itself as a family school, being large enough to provide a dynamic, challenging curriculum yet small enough to pay attention to the needs of every child. Pupils feel inspired, busy, helped and challenged and made to feel, successful.

The school has high standards and high achievements, twice having been rated Outstanding by OFSTED. They are the only school in Southwark to have improved student achievement for 6 years. Results this year included securing five A\*-C GCSE grades for over 95% of year 11 students – substantially ahead of national and borough averages.

The most academically able students at The Charter School do as well as they would in any selective school. More than 10% of the school are on the gifted and talented register. As an all- inclusive school, these students come from all backgrounds. All achieved 10 or more A\*/As in their GCSEs this summer – the national average is 3.

Charter is passionate about inspiring every child to have a love of learning in a caring, inclusive way, focussed on treating children as individuals. Excellence in traditional subjects is combined with leadership in newer subjects that prepare them for a productive place in a globalized economy. Languages are no exception and the school have excellent results in Latin and in Mandarin. Fast track classes in English, Maths, Science and Foreign Languages are offered. A pioneering use of small classes and small group teaching is copied widely. Small teaching groups lead to high standards and this approach can be shared through this Regio project. Last year, the school ran over 200 trips and visits – from City firms to Ghana, Cornwall, Berlin, Cambridge, Harvard, Yale and New York. Contributing to this project can only increase this record by stimulating even more ideas about cross curricular language learning and about global collaboration.

Please describe the role of your organisation in the project

The Charter School has the full international School Award but collaboration is strongest with countries outside Europe. Active involvement as a full partner in this Regio project should help to balance this.

The school intends to fully contribute to the project collaboration and dissemination conferences. As an outstanding school with pupils who speak a variety of different first languages other than English, Charter have much to share with partners both in Gran Canaria and locally about teaching both of languages and other subjects.

Charter’s language department is strong and the team leader and other staff will contribute to the training development to be overseen by Goldsmiths and the University of Las Palmas. The school looks forward to discussing CLIL strategies with visiting partners and to showing the project partners how they are educating Southwark pupils to achieve success. The school will contribute to the sharing of teaching resources and to the project web site.

**B.3 Other Community subventions**

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



Lifelong Learning Programme

A.1 – Organisation

|                                    |   |        |  |
|------------------------------------|---|--------|--|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        | Linked to coordinating region/<br>Partner region 1 |
| Legal Name                         | Comber Grove Primary School   |        |  |
| - in Latin characters              |   |        |  |
| Acronym – if applicable            |   |        |  |
| National ID Number – if applicable | 100783  |        |  |
| Official address                   | Comber Grove  |        |  |
| Postal code                        | SE5 0LQ   | Town   | Camberwell   |
| Country                            | United Kingdom  | Region | Southwark  |
| Website                            | <a href="http://www.combergrove.ik.org/">http://www.combergrove.ik.org/</a> |        |  |

A.2 – Legal representative

|                  |                                   |        |             |               |
|------------------|-----------------------------------|--------|-------------|---------------|
| Name             | Mr                                | Kent   | First Name  | Mike          |
| Position         | Head                              |        |             |               |
| Official address | -As above-                        |        |             |               |
| Postal code      |                                   | Town   |             |               |
| Country          |                                   | Region |             |               |
| Telephone 1      | 0207 703 4168                     |        | Telephone 2 |               |
| E-mail           | rdax@combergrove.southwark.sch.uk |        | Fax         | 0207 277 1308 |

A.3 - Contact person

|                  |                          |             |       |            |         |
|------------------|--------------------------|-------------|-------|------------|---------|
| Name             | Mr                       | Mrs/Ms      | Spare | First name | Camilla |
| Department       | MFL                      |             |       |            |         |
| Position         | Head of MFL              |             |       |            |         |
| Official address | -As Above-               |             |       |            |         |
| Postal code      |                          | Town        |       |            |         |
| Country          |                          | Region      |       |            |         |
| Telephone 1      |                          | Telephone 2 |       |            |         |
| E-mail           | camillaspare@yahoo.co.uk |             | Fax   |            |         |

B. Organisation and activities

B.1 Structure

|                   |                                    |            |   |        |   |         |  |
|-------------------|------------------------------------|------------|---|--------|---|---------|--|
| Profit            |                                    | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHPrm – Primary school</i> |            |   |        |   |         |  |
| Number of staff   | 40                                 |            |   |        |   |         |  |

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

Comber Grove is a popular and successful inner city primary school which takes pride in being a friendly, happy place to learn.

Like all Primary schools, the schemes of work in the National Curriculum are followed. Language is an important part of the school's work and a lot of time is given to it. It involves talking and explaining clearly, listening and discussing, reading and writing. All are closely linked, especially in the early stages, and a wide variety of experiences and opportunities are provided. When children first come to school, they use their own interests and ideas to capture their imagination. Writing of all kinds is developed alongside the children's reading. Specific skills such as spelling, grammar and punctuation are introduced as soon as possible. Spanish is the foreign language that they focus on teaching in school.

As well, the school has a wide ethnic and cultural mix, and they want all to be represented. The school believe it's important that children learn about other cultures and countries and a confidence to learn foreign languages and communicate with others from different backgrounds is essential.

Please describe the role of your organisation in the project

Comber Grove is keen to develop links which strengthen language learning by collaborating in a meaningful way, both with the Regio partner institutions in Spain and with project partners in the local context. The school intends to offer their experience of working in a challenging borough as an example of good practice for the development of training to be delivered to the wider network of borough schools that Goldsmiths Educational Studies can reach.

Full involvement in the project offers the school the opportunity to have their staff job shadow and to host teacher job shadow visits which will benefit our pupils and teachers. The school will contribute to the local conferences and travel to Spain to take part in the conferences there also. We hope to be part of the enduring link between our regions that this project can initiate.

**B.3 Other Community subventions**

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



**Lifelong Learning Programme**

A.1 – Organisation

|                                    |   |        |  |
|------------------------------------|---|--------|--|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        | Linked to coordinating region/<br>Partner region 1 |
| Legal Name                         | St Mary Magdalene CE Primary School   |        |  |
| - in Latin characters              |   |        |  |
| Acronym – if applicable            |   |        |  |
| National ID Number – if applicable | 100836  |        |  |
| Official address                   | 48 Brayards Road  |        |  |
| Postal code                        | SE15 3RA  | Town   | Peckham  |
| Country                            | United Kingdom  | Region | Southwark  |
| Website                            | <a href="http://www.smmsprimary.co.uk/contact.asp">http://www.smmsprimary.co.uk/contact.asp</a> |        |  |

A.2 – Legal representative

|                  |  |        |       |             |               |
|------------------|--|--------|-------|-------------|---------------|
| Name             | Mr   | Mrs/Ms | Paris | First Name  | Jennifer      |
| Position         |  |        |       |             |               |
| Official address | - as above -   |        |       |             |               |
| Postal code      |  |        |       | Town        |               |
| Country          |  |        |       | Region      |               |
| Telephone 1      | 020 7639 1724  |        |       | Telephone 2 |               |
| E-mail           | <a href="mailto:admin@stmarymagdalene.southwark.sch.uk">admin@stmarymagdalene.southwark.sch.uk</a> |        |       | Fax         | 020 7732 4276 |

A.3 - Contact person

|                  |  |        |      |             |               |
|------------------|--|--------|------|-------------|---------------|
| Name             | Mr   | Mrs/Ms | Saez | First name  | Marina        |
| Department       | MFL  |        |      |             |               |
| Position         | MFL Leader   |        |      |             |               |
| Official address | -As Above-   |        |      |             |               |
| Postal code      |  |        |      | Town        |               |
| Country          |  |        |      | Region      |               |
| Telephone 1      | 020 7639 1724  |        |      | Telephone 2 |               |
| E-mail           | <a href="mailto:msaez@stmarymagdalene.southwark.sch.uk">msaez@stmarymagdalene.southwark.sch.uk</a> |        |      | Fax         | 020 7732 4276 |

[vbroderick@stmarymagdalene.southwark.sch.uk](mailto:vbroderick@stmarymagdalene.southwark.sch.uk) Vicky Broderick...taking over while Marina on maternity leave



**Lifelong Learning Programme**

**B. Organisation and activities**

B.1 Structure

|                   |                                    |            |   |        |   |         |  |
|-------------------|------------------------------------|------------|---|--------|---|---------|--|
| Profit            |                                    | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHPrm – Primary school</i> |            |   |        |   |         |  |
| Number of staff   | 28                                 |            |   |        |   |         |  |

B.2 Objectives and activities of the organisation

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

The school is a one-form entry voluntary aided Church of England Primary School in the Diocese of Southwark. The school is linked to the parish of St Mary Magdalene. It is situated in the centre of Peckham in the London Borough of Southwark. In 2001 the Diocese, funded by the DFES, built a new school on the site adjacent to the old building and this was opened in April of that year.

The school believe that children should have the benefit of a broad and balanced curriculum. All children have the opportunity to attend a wide range of after school clubs and courses. We are particularly keen to develop children’s interest in music, art, drama, theatre and dance and languages in creative ways and this Regio project allows us to see how that is being done in a different European region. As the school develops, it wants to continue to broaden the experiences on offer to the children in these areas so that they become real strengths of the school. In 2009 the school had a very successful OFSTED inspection when the Inspectors judged the school "outstanding" in all areas of its work. The vision shared by staff is to provide a stimulating curriculum which enables pupils to discover and develop their individual talents, promoting self worth, creative thinking and a desire to be active independent learners, responsible and motivated to achieve their best in all they do.

Please describe the role of your organisation in the project

The head teacher has discussed the project during staff meetings and all staff are very interested to be part of the collaboration. The main MFL teacher has done extensive training with the rest of the staff on 'how to best teach modern foreign languages.' This means that anyone on the team would be able to share good practices, strategies and experiences and would do so at the project meetings and conferences. The Spanish teacher also has the responsibility of international coordinator for the school.

The whole school support that this regional linked project has means that cross curricular links between languages and other subjects can be fully explored and developed. We can learn from the CLIL practice of the Spanish partners and find out if raising standards can be achieved across the board by approaching different subjects with a language lesson component to them. This experience can then be fed into the project meetings, analysed and finally become part of the project outcomes to be disseminated at the end of project conference, via the web depositions and as training to be offered more widely across the borough and in Gran Canaria led by the University partners in the project.

B.3 Other Community subventions

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



## Lifelong Learning Programme

## A.1 – Organisation

|                                    |                                  |        |  |
|------------------------------------|----------------------------------|--------|--|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL |        | Linked to coordinating region/<br>Partner region 1 |
| Legal Name                         | Victory Primary School           |        |  |
| - in Latin characters              |                                  |        |  |
| Acronym – if applicable            |                                  |        |  |
| National ID Number – if applicable |                                  |        |  |
| Official address                   | Rodney Road                      |        |  |
| Postal code                        | SE17 1PT                         | Town   | Walworth   |
| Country                            | United Kingdom                   | Region | Southwark  |
| Website                            | http://                          |        |  |

## A.2 – Legal representative

|                  |  |        |                  |             |               |
|------------------|--|--------|------------------|-------------|---------------|
| Name             | Mr   | Mrs/Ms | Williams-Pinnock | First Name  | Makeda        |
| Position         | Headteacher  |        |                  |             |               |
| Official address | - as above -   |        |                  |             |               |
| Postal code      |  |        |                  | Town        |               |
| Country          |  |        |                  | Region      |               |
| Telephone 1      | 020 7703 5722  |        |                  | Telephone 2 |               |
| E-mail           | <a href="mailto:headteacher@victory.southwark.sch.uk">headteacher@victory.southwark.sch.uk</a> |        |                  | Fax         | 020 7252 7363 |

## A.3 - Contact person

|                  |  |        |       |             |               |
|------------------|--|--------|-------|-------------|---------------|
| Name             | Mr   | Mrs/Ms | Hales | First name  | Alex          |
| Department       | MFL  |        |       |             |               |
| Position         | Head of MFL  |        |       |             |               |
| Official address | - as above -   |        |       |             |               |
| Postal code      |  |        |       | Town        |               |
| Country          |  |        |       | Region      |               |
| Telephone 1      | 07724 534 455  |        |       | Telephone 2 |               |
| E-mail           | <a href="mailto:alexandra_hales@hotmail.com">alexandra_hales@hotmail.com</a> |        |       | Fax         | 020 7252 7363 |

**Lifelong Learning Programme**

**B. Organisation and activities**

B.1 Structure

|                   |                                    |            |   |        |   |         |  |
|-------------------|------------------------------------|------------|---|--------|---|---------|--|
| Profit            |                                    | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHPrm – Primary school</i> |            |   |        |   |         |  |
| Number of staff   | 11 (Teaching)                      |            |   |        |   |         |  |

B.2 Objectives and activities of the organisation

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

Victory Primary School is a single form entry school with about 210 pupils from Nursery to Year 6. The Schools MFL coordinator is also the Maths coordinator and Spanish is the main language taught.

Located with in a Southwark regeneration area, the proportion of pupils eligible for free school meals is high. The School have a higher than average number of SEN pupils, pupils from minority ethnic groups and pupils with English as an additional language.

They have been introducing Spanish for the past 5 years and last year really enjoyed hosting a Spanish Foreign Language Assistant

The School follows the International Primary Curriculum which is a topic based curriculum and is cross-curricular. At their last Ofsted inspection, they were rated as 'Good'.

Please describe the role of your organisation in the project

The school's head of MFL, Alex Hales, undertook her teacher training at Goldsmiths Educational Studies. As part of her training to teach languages, she went to Gran Canaria for a teaching placement as part of her MFL training which was organised by the University of Las Palmas. She can be one of the key motivators for the project as a result, having some experience of all of the different types of organisations involved in this Southwark—Gran Canaria Regio project. The school will send staff to all of the meetings called during the 2 years of the project.

As the school maths coordinator, Alex is also is in a position to look at cross curricular links between the teaching of languages and of other subjects. This Regio project offers Victory's new head the possibility to initiate a high profile link abroad for the school, which intends to play a full part in all of the project work plan activities. The schools will contribute to and take from the best practice shared to improve its staff development and delivery of languages and other subjects. The school will investigate the possibility for the learning link to be continued after the life of this project, perhaps in the context of other formal projects with a pupil based focus.

B.3 Other Community subventions

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



A.1 – Organisation

|                                    |  |        |                        |
|------------------------------------|--|--------|------------------------|
| Role in the Project                | PARTNER REGION 2   |        |                        |
| Legal Name                         | Consejería de Educación, Universidades y Sostenibilidad.<br>Dirección General de Ordenación, Innovación y Promoción Educativa. |        |                        |
| - in Latin characters              |  |        |                        |
| Acronym – if applicable            | D.G.O.I.P.E.   |        |                        |
| National ID Number – if applicable |  |        |                        |
| Official address                   | Ava Buenos Aires nº 3. Edificio 3 de Mayo 4ª planta  |        |                        |
| Postal code                        | 38071  | Town   | Santa Cruz de Tenerife |
| Country                            | SPAIN  | Region | Islas Canarias         |
| Website                            | <a href="http://www.gobiernodecanarias.org/educacion/webdgoie">http://www.gobiernodecanarias.org/educacion/webdgoie</a>        |        |                        |
| National Agency                    | - ES1  |        |                        |

A.2 – Legal representative

|                  |  |        |          |             |              |
|------------------|--|--------|----------|-------------|--------------|
| Name             | Mr   | Mrs/Ms | Georgina | First Name  | Molina Jorge |
| Position         | Directora General, Promotion and Innovation in Educational Ministry. |        |          |             |              |
| Official address | - the same as above -  |        |          |             |              |
| Postal code      |  |        |          | Town        |              |
| Country          |  |        |          | Region      |              |
| Telephone 1      |  |        |          | Telephone 2 |              |
| E-mail           |  |        |          | Fax         |              |

A.3 Contact person

|                  |  |        |        |             |                  |
|------------------|--|--------|--------|-------------|------------------|
| Name             | Mr   | Mrs/Ms | Judith | First name  | Gutiérrez Negrín |
| Department       | Directorate General of, Promotion and Innovation in the Educational Ministry (D.G.O.I.P.E.)  |        |        |             |                  |
| Position         | D.G.O.I.P.E.'s Technical for Teachers training and Foreign Languages   |        |        |             |                  |
| Official address | - the same as above -  |        |        |             |                  |
| Postal code      |  |        |        | Town        |                  |
| Country          |  |        |        | Region      |                  |
| Telephone 1      | +0034922592597   |        |        | Telephone 2 |                  |
| E-mail           | <a href="mailto:agutneg@gobiernodecanarias.org">agutneg@gobiernodecanarias.org</a><br><a href="mailto:agutneg@gmail.com">agutneg@gmail.com</a> |        |        | Fax         |                  |

## B. Organisation and activities

### B.1 Structure

|   |   |
|---|---|
| Geographical scope<br>(region, municipality, etc) | Canary Islands Region, Spain            |
| Organisation type                                 | - PUB-REG – Public authority (regional) |

### B.2 Objectives and activities of the organisation

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

Following European directives, the Council of Education, Universities and Sustainability of the Canary Islands Government has promoted actions focused on improving the process of languages learning for the development of linguistic competence across the curriculum, using the foreign language as a way of learning other curricular contents--unifying the level established by the Common European Framework (MCRE). In this line, the commitments of our Government and the Resolutions of the Parliament of Canaries are destined to improve the learning of languages and the integration of different cultures.

Other aims are focused on improving the process of education, providing methodological innovative changes as well as the collaborative work between all the people involved into the educational process. Between these aims that imply an increase and development of the learning of foreign languages along all the compulsory education and as a long life learning, the Council of Education, Universities and Sustainability develops the actions to increase and improve the language learning in Canaries, focused not only on students but also for teachers and for the Educational Community in general.

We're involved in the design of all the curricular subjects which make up compulsory education.

This project, therefore, will be of great interest to primary and secondary schools that want to see MFL and CLIL flourishing in our region, especially those involved in CLIL as well that believe a cross curricular approach to language learning helps achievement generally.

The link between English (Southwark) and Spanish (Canary Islands) schools will enable the English teachers to carry out detailed planning sessions with partner schools and begin the implementation of the Languages Framework.

Teachers will grow in confidence and not only will their own subject knowledge increase but also their cultural awareness and in particular their understanding of how the two different education systems operate.

The Spanish speaking children will be further motivated to learn languages as they are able to enjoy the practical experience of exchanging information and communicating meaningfully with the English children.

The English speaking children will be motivated to learn the language not just because it is a new area of learning within their school lessons but because it is a very practical, concrete learning experience due to the fact they are linked with children from a Spanish school. The sharing of ideas, resources, books and cards, will increase the interest in learning the language and give real purpose to their learning experiences.

Please describe the role of your organisation in the project

Regional partner and lead partner for the Canarian Educational Government.

### B.3 Other Community subventions

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



Education and Culture DG

**Lifelong Learning Programme**

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

|  |  |                   |
|--|--|-------------------|
| Is the regions involvement result of a contact seminar or preparatory visit? | <input type="checkbox"/> Preparatory visit<br><input type="checkbox"/> Contact seminar | Agreement number: |
|--|--|-------------------|



Lifelong Learning Programme

A.1 – Organisation

|                                    |   |        |                            |
|------------------------------------|---|--------|----------------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION                            |        | Linked to Partner region 2 |
| Legal Name                         | Universidad de Las Palmas   |        |                            |
| - in Latin characters              |   |        |                            |
| Acronym – if applicable            | ULPGC   |        |                            |
| National ID Number – if applicable |   |        |                            |
| Official address                   | Perez del Toro, Campus del Obelisco                                     |        |                            |
| Postal code                        | 35004   | Town   | Las Palmas                 |
| Country                            | Spain   | Region | Gran Canaria               |
| Website                            | <a href="http://www.english.ulpgc.es/">http://www.english.ulpgc.es/</a> |        |                            |

A.2 – Legal representative

|                  |                            |        |        |             |        |
|------------------|----------------------------|--------|--------|-------------|--------|
| Name             | Mr                         | Mrs/Ms | Alduan | First Name  | Marino |
| Position         | Director of the University |        |        |             |        |
| Official address | - as above -               |        |        |             |        |
| Postal code      |                            |        |        | Town        |        |
| Country          |                            |        |        | Region      |        |
| Telephone 1      | 928 45 27 23               |        |        | Telephone 2 |        |
| E-mail           |                            |        |        | Fax         |        |

A.3 - Contact person

|                  |  |        |          |             |        |
|------------------|--|--------|----------|-------------|--------|
| Name             | Mr   | Mrs/Ms | Patricia | First name  | Arnaiz |
| Department       | Teacher Training                                       |        |          |             |        |
| Position         | Professor of English Language Training and Methodology |        |          |             |        |
| Official address | - as above -   |        |          |             |        |
| Postal code      |  |        |          | Town        |        |
| Country          |  |        |          | Region      |        |
| Telephone 1      | 928 45 17 60   |        |          | Telephone 2 |        |
| E-mail           | parnaiz@dde.ulpgc.es                                   |        |          | Fax         |        |

B. Organisation and activities

B.1 Structure

|                   |   |            |   |        |   |         |  |
|-------------------|---|------------|---|--------|---|---------|--|
| Profit            |   | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-InTTr-Institution for Initial Teacher Training /EDU-UNIV</i> |            |   |        |   |         |  |
| Number of pupils  | 21,245  |            |   |        |   |         |  |

B.2 Objectives and activities of the organisation

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

The University of Las Palmas has 2 main sites both based on Gran Canaria--one in the city centre (Las Palmas) and the other in the mountain region. Teachers are trained in the Las Palmas city centre campus and it is here that the work for this project will be based.

Each year the teacher training faculty trains future teachers for both primary and secondary education by way both of a one qualification (for secondary teachers on top of their degree work) as well as by a 4 year teacher training undergraduate program. The University teaches all future teachers English with a view to them being able to teach English as an MFL later, but by graduation, only around 15 % choose this as a main focus. The University aim to increase this in time as the teacher training department is conscious that school pupils in this region need to be able to speak other languages—especially English, French and German—in order to succeed in later life--and school education is the starting point.

French is also an option for future teachers during their training at the University but a much smaller number choose this language.

Patricia Arnaiz will lead the University input for the project and her role involves training all future primary and secondary teachers trained by the faculty. She has a passion for language learning and the rest of her team of 5 share the belief that pupils and therefore their teachers need to be able to converse in more than one language to take their rightful place as citizens of our global society. She works with 100 schools in her University role. For 7 years, her department collaborated with Goldsmiths Educational Studies as well as 2 other Universities in France and Germany in order that trainee teachers could undertake teaching placements at schools in other countries and thus have a significant language immersion experience. However, that project has now ended.

Please describe the role of your organisation in the project

The University will participate in all activities of the project, with special focus on the conception, implementation and evaluation of training for teachers in both regions to be shared at the joint meetings and to be undertaken with the Spanish partner schools also.

They will contribute to partner meetings and conferences sharing experiences and good practice and to materials designed in the UK and in Gran Canaria. They will film local schools teaching foreign languages for assessment and to support in the development of technical teaching suggestions for those participating in the project and the wider context of the training delivered.

The University contributed to the preparatory visit for this project, hosting one meeting and contributing to the development of the theme of this Regio. They will offer their experience in European collaboration to other partners and support the exchange of practice between the 2 Authorities and all of the schools involved.

**B.3 Other Community subventions**

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

| Year  | Programme | Agreement number             | Project title |
|-------|-----------|------------------------------|---------------|
| 97-99 | Lingua    | 25040-CP-2-97-1-FI-LINGUA-LA | ROMEIO        |
|       |           |                              |               |

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





Lifelong Learning Programme

A 1. -Organisation

|                                    |   |        |                            |
|------------------------------------|---|--------|----------------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER – OTHER ORGANISATION  |        | Linked to Partner region 2 |
| Legal Name                         | Centro del Profesorado Las Palmas II ( <i>Inset Centre II</i> )   |        |                            |
| - in Latin characters              |   |        |                            |
| Acronym – if applicable            | CEPII   |        |                            |
| National ID Number – if applicable | 35704350  |        |                            |
| Official address                   | C/Lomo Sanz Sainz 60  |        |                            |
| Postal code                        | 35014   | Town   | Las Palmas de GC           |
| Country                            | Spain   | Region | Canary Islands             |
| Website                            | <a href="http://www.gobiernodecanarias.org/educacion/webdgoie/webcep/scripts/default.asp?W=12">http://www.gobiernodecanarias.org/educacion/webdgoie/webcep/scripts/default.asp?W=12</a> |        |                            |

A.2 – Legal representative

|                  |                      |             |                  |            |                 |
|------------------|----------------------|-------------|------------------|------------|-----------------|
| Name             | Mr                   | Mrs/Ms      | María del Carmen | First Name | Ruano Rodríguez |
| Position         | Director             |             |                  |            |                 |
| Official address | C/Lomo Sanz Sainz 60 |             |                  |            |                 |
| Postal code      | 35014                | Town        | Las Palmas de GC |            |                 |
| Country          | Spain                | Region      | Canary Islands   |            |                 |
| Telephone 1      | 34928253300          | Telephone 2 |                  |            |                 |
| E-mail           | mruarod@gmail.com    | Fax         | 34928254177      |            |                 |

A.3 - Contact person

|                  |                              |             |               |            |                    |
|------------------|------------------------------|-------------|---------------|------------|--------------------|
| Name             | Mr                           | Mrs/Ms      | María Yasmina | First name | Figueroa Hernández |
| Department       | Advisory group               |             |               |            |                    |
| Position         | Adviser                      |             |               |            |                    |
| Official address | - if not the same as above - |             |               |            |                    |
| Postal code      |                              | Town        |               |            |                    |
| Country          |                              | Region      |               |            |                    |
| Telephone 1      |                              | Telephone 2 | 34659924297   |            |                    |
| E-mail           |                              | Fax         |               |            |                    |

B. Organisation and activities

B.1 Structure

|                   |  |            |   |        |   |         |  |
|-------------------|--|------------|---|--------|---|---------|--|
| Profit            |  | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>Institution for in-service teacher training</i> |            |   |        |   |         |  |
| Number of pupils  | -  |            |   |        |   |         |  |

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

The CEP is a Continuous in-service Teacher Training Centre depending on the DGOIPE (Teacher Training Education Office of the Canary Islands Government) .

It is in charge of carrying out the initiatives, proposals and planning undertaken by the DGOIPE. It provides support and advice for a great variety of courses, plans and services for the pedagogical update of non-university teachers.

We cover all fields of education since we have a group of specialist advisers with outstanding backgrounds in teaching all education areas (Language learning, key competences acquisition, new technologies...)

We collaborate in different programs as ARCE which is similar to a multilateral Comenius network but only within Spain.

We also take part in many governmental initiatives to encourage and motivate teacher continuous training.

Please describe the role of your organisation in the project

- cooperating to reflect about good practices and their framework.
- collaborating in the meetings and conferences and to the materials designed in both regions
- collaborating to draw up the lines of teacher training to achieve the objectives of the project.
- encouraging and helping schools engaged in the project.
- contributing to the development of the project website and its content.

**B.3 Other Community subventions**

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |



Lifelong Learning Programme

A.1 – Organisation

|                                    |   |        |                            |
|------------------------------------|---|--------|----------------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        | Linked to Partner region 2 |
| Legal Name                         | IES Felo Monzón Grau Bassas (Secondary School)                          |        |                            |
| - in Latin characters              |   |        |                            |
| Acronym – if applicable            |   |        |                            |
| National ID Number – if applicable | 35003563  |        |                            |
| Official address                   | Carretera Lomo Blanco nº 48   |        |                            |
| Postal code                        | 35015   | Town   | Las Palmas de Gran Canaria |
| Country                            | España  | Region | Canarias                   |
| Website                            | <a href="http://www.iesfelomonzon.org">http://www.iesfelomonzon.org</a> |        |                            |

A.2 – Legal representative

|                  |                                 |             |                            |            |                  |
|------------------|---------------------------------|-------------|----------------------------|------------|------------------|
| Name             | Mr                              | Mrs/Ms      | Pedro Miguel               | First Name | Lemes Castellano |
| Position         | Headmaster                      |             |                            |            |                  |
| Official address | - if not the same as above -    |             |                            |            |                  |
| Postal code      | 35015                           | Town        | Las Palmas de Gran Canaria |            |                  |
| Country          | Spain                           | Region      | Canarias                   |            |                  |
| Telephone 1      | 928350350                       | Telephone 2 | 928356114                  |            |                  |
| E-mail           | 35003563@gobiernodecanarias.org | Fax         | 928430191                  |            |                  |

A.3 - Contact person

|                  |  |             |                            |            |             |
|------------------|--|-------------|----------------------------|------------|-------------|
| Name             | Mr   | Mrs/Ms      | M <sup>a</sup> Dolores     | First name | Roig García |
| Department       | English  |             |                            |            |             |
| Position         | CLIL Coordinator   |             |                            |            |             |
| Official address | - if not the same as above -   |             |                            |            |             |
| Postal code      | 35015  | Town        | Las Palmas de Gran Canaria |            |             |
| Country          | Spain  | Region      | Canarias                   |            |             |
| Telephone 1      | 928350350  | Telephone 2 | 928356114                  |            |             |
| E-mail           | <a href="mailto:35003563@gobiernodecanarias.org">35003563@gobiernodecanarias.org</a> | Fax         | 928430191                  |            |             |

B. Organisation and activities

B.1 Structure

|                   |   |            |   |        |   |         |  |
|-------------------|---|------------|---|--------|---|---------|--|
| Profit            |   | Non-profit | x | Public | x | Private |  |
| Organisation type | - EDU-SCHVoc – Vocational or technical secondary school |            |   |        |   |         |  |
| Number of pupils  | 1300  |            |   |        |   |         |  |

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

IES Felo Monzón Grau Bassas is a high school that offers Secondary Compulsory Education (ESO), Secondary Post compulsory Education (Bachillerato), Initial Technical Qualification Programmes (PCPI), Medium and Superior Technical Studies (Ciclos formativos de grado medio y superior) in eight fields (Agricultural studies, Administration, Commerce and Marketing, Hotel Management, Electricity and Electronics, Mechanic, Physical and Sports Activities, and Sign Language Interpretation).

This high school is on the outskirts of Las Palmas, next to the university, so it is well connected and situated for the project collaboration.

We have been working with the CLIL Project since 2009. It is a bilingual project, through which students study not only English as a subject, but they also study English through some of their subjects (Technology, Music), always with the support of the English subject. All the CLIL teachers must have at least a B2 degree in English. We have now the first three levels of Secondary Compulsory Education in CLIL and we will have the fourth one next year.

Our high school has got human and technological resources for the project: specific language classrooms, activities produced by the teachers who participate in the project, a coordinator who meets all the teachers once a week, etc.

In addition, IES Felo Monzón develops other European projects, such as Comenius and Erasmus with student mobilities. Our high school promotes group work to respond to our necessities and difficulties.

We also have a Quality Management System, with the certificates of ISO 9001-2008, and the European model EFQM with more than 300 points.

Please describe the role of your organisation in the project

The high school will contribute by sharing the good practices, strategies and experiences we have when teaching a second language, not only through the English subject, but also through other subjects. We will have group work collaborating in our high school and, at the same time, we will be coordinated with the rest of the schools and high schools of The Canary Islands that participate in the CLIL Project.

To develop the project we will organize the group work structures and timetables in our high school to be able to carry out our tasks. The school will contribute fully to the meetings and conferences within the region and attend and make presentations to the meetings and conferences in Southwark. As part of the preparatory visit in early 2012 when the Southwark partners visited Las Palmas, the school not only attended the prep visit meetings but hosted the visitors at the school so they could experience the learning we are leading in our classrooms.

**B.3 Other Community subventions**

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

| Year    | Programme | Agreement number       | Project title   |
|---------|-----------|------------------------|---|
| 2010-12 | Comenius  | 2010-1-DE3-COM06-10960 | Entwicklung und Erprobung einer Unterrichtsreihe mit dem Thema "Mehrsprachige Präsentationen" |
|         |           |                        |   |



Lifelong Learning Programme

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

A.1 – Organisation

|                                    |   |        |                            |
|------------------------------------|---|--------|----------------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        | Linked to Partner region 2 |
| Legal Name                         | IES Vega de San Mateo (Secondary School)                                |        |                            |
| - in Latin characters              |   |        |                            |
| Acronym – if applicable            |   |        |                            |
| National ID Number – if applicable | 35009589  |        |                            |
| Official address                   | Calle Cuatro Caminos s/n  |        |                            |
| Postal code                        | 35320   | Town   | Vega de San Mateo          |
| Country                            | Spain   | Region | Canary Islands             |
| Website                            | <a href="http://iesvegadesanmateo.org">http://iesvegadesanmateo.org</a> |        |                            |

A.2 – Legal representative

|                  |  |        |                   |              |      |
|------------------|--|--------|-------------------|--------------|------|
| Name             | Mr   | Mrs/Ms | Blanco Torres     | First Name   | José |
| Position         | Director   |        |                   |              |      |
| Official address | - if not the same as above -   |        |                   |              |      |
| Postal code      | 35320  | Town   | Vega de San Mateo |              |      |
| Country          | Spain  | Region | Canary Islands    |              |      |
| Telephone 1      | +34928660906   |        | Telephone 2       | +34928661563 |      |
| E-mail           | <a href="mailto:35009589@gobiernodecanarias.org">35009589@gobiernodecanarias.org</a> |        | Fax               |              |      |

A.3 - Contact person

|                  |  |        |                   |              |     |
|------------------|--|--------|-------------------|--------------|-----|
| Name             | Mr   | Mrs/Ms | Alonso Esteve     | First name   | Ana |
| Department       | French Department  |        |                   |              |     |
| Position         | Teacher and European Projects Coordinator                            |        |                   |              |     |
| Official address | - if not the same as above -   |        |                   |              |     |
| Postal code      | 35320  | Town   | Vega de San Mateo |              |     |
| Country          | Spain  | Region | Canary Islands    |              |     |
| Telephone 1      | +34928661563   |        | Telephone 2       | +34653419898 |     |
| E-mail           | <a href="mailto:aalonsoesteve@gmail.com">aalonsoesteve@gmail.com</a> |        | Fax               |              |     |

B. Organisation and activities

B.1 Structure

|                   |   |            |   |        |   |         |  |
|-------------------|---|------------|---|--------|---|---------|--|
| Profit            |   | Non-profit | x | Public | x | Private |  |
| Organisation type | - EDU-SCHSec – General secondary school |            |   |        |   |         |  |
| Number of pupils  | 503                                     |            |   |        |   |         |  |

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

IES Vega de San Mateo is a high school that offers Secondary Compulsory Education (ESO), Secondary Postcompulsory Education (Bachillerato), Initial Technical Qualification Programmes (PCPI on Gardening), Medium and Superior Technical Studies (Ciclos formativos de grado medio y superior) in Administration,

This high school is located in a rural environment, 40 minutes from Las Palmas de Gran Canaria.

The school believes strongly in the teaching of foreign languages. We have been working with the CLIL Project since 2008. It is a bilingual project, through which students study not only English as a subject, but they also study English through some of their subjects (Technology, Music, Arts), always with the support of the English subject. All the CLIL teachers must have at least a B2 degree in English.

In addition, IES Vega de San Mateo develops other European projects, such as Comenius and Leonardo with student mobilities. Our high school promotes group work to respond to our necessities and difficulties.

Please describe the role of your organisation in the project

Our school will have an excellent, open and collaborative attitude towards this project. We will contribute to the conferences in both regions and host school visits by the Southwark educators. Our strategies for teaching languages will be shared and assessed and we will contribute to the project web and moodle sites. We hope to share and learn and discuss new ways of working with pupils in relation to language learning.

**B.3 Other Community subventions**

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



Lifelong Learning Programme

A.1 – Organisation

|                                    |  |        |                            |
|------------------------------------|--|--------|----------------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL   |        | Linked to Partner region 2 |
| Legal Name                         | SAN JOSE ARTESANO (Primary School)   |        |                            |
| - in Latin characters              |  |        |                            |
| Acronym – if applicable            |  |        |                            |
| National ID Number – if applicable | 35001116   |        |                            |
| Official address                   | C/ Obispo Antonio Pildain Zapiain s/n  |        |                            |
| Postal code                        | 35015  | Town   | Las Palmas de GC           |
| Country                            | Spain  | Region | The Canary Islands         |
| Website                            | <a href="http://www.ceipsanjoseartesano.org/">http:// www.ceipsanjoseartesano.org/</a> |        |                            |

A.2 – Legal representative

|                  |                                 |        |              |             |        |
|------------------|---------------------------------|--------|--------------|-------------|--------|
| Name             | Mr                              | Mrs/Ms | Luna Rosario | First Name  | Manuel |
| Position         | Head teacher                    |        |              |             |        |
| Official address | - as above -                    |        |              |             |        |
| Postal code      |                                 |        |              | Town        |        |
| Country          |                                 |        |              | Region      |        |
| Telephone 1      | 34 928350968                    |        |              | Telephone 2 |        |
| E-mail           | 35001116@gobiernodecanarias.org |        |              | Fax         |        |

A.3 - Contact person

|                  |                       |        |                    |             |         |
|------------------|-----------------------|--------|--------------------|-------------|---------|
| Name             | Mr                    | Mrs/Ms | Cantizano Mariscal | First name  | Cecilia |
| Department       |                       |        |                    |             |         |
| Position         |                       |        |                    |             |         |
| Official address | - as above -          |        |                    |             |         |
| Postal code      |                       |        |                    | Town        |         |
| Country          |                       |        |                    | Region      |         |
| Telephone 1      |                       |        |                    | Telephone 2 |         |
| E-mail           | maricecanti@gmail.com |        |                    | Fax         |         |

B. Organisation and activities

B.1 Structure

|                   |                                    |            |   |        |   |         |  |
|-------------------|------------------------------------|------------|---|--------|---|---------|--|
| Profit            |                                    | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHPrm – Primary school</i> |            |   |        |   |         |  |
| Number of pupils  | 231                                |            |   |        |   |         |  |

B.2 Objectives and activities of the organisation

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



Education and Culture DG

Lifelong Learning Programme

The school is a vibrant and active part of the community, focused on improving the education of its pupils, some of who come from less advantaged communities nearby. The aims of the school are:

To improve the language skills of students in the school, and increase their motivation to learn languages and their interest in other countries and cultures.

To improve their critical thinking, providing an opportunity to educate the students about the diversity of European cultures and languages.

To increase their social and cultural expectations and their potential for school success.

To raise achievement for all of our pupils so that they can have a better chance of doing well later in life.

We are committed to the Regio project as a way to support the the use of CLIL methodology (Content and Language Integrated Learning) by collaboration with British schools that share the same interest.

Please describe the role of your organisation in the project

As a project Partner school, SAN JOSE ARTESANO School will collaborate fully with the partners from both regions, contributing to the web site and the meetings and sharing of good practice. We can be involved with working with the Universities who are developing training around the project theme. San Jose Artesano has previously filmed clips showing our pupils learning languages and performing songs in French and English and these inspired the project filming activity which will be part of the regional sharing in year 1.

The school also hosted the Southwark visitors who came and toured the school during the prep visit leading up to this project application and look forward to hosting and taking part in Southwark school visits to share practice also during the project.

B.3 Other Community subventions

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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





Lifelong Learning Programme

A.1 – Organisation

|                                    |   |        |                   |
|------------------------------------|---|--------|-------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        |                   |
| Legal Name                         | CEIP PROFESOR RAFAEL GÓMEZ SANTOS (Primary School)  |        |                   |
| - in Latin characters              |   |        |                   |
| Acronym – if applicable            |   |        |                   |
| National ID Number – if applicable | 35004762  |        |                   |
| Official address                   | C/ DEL AGUA Nº 18   |        |                   |
| Postal code                        | 35320   | Town   | VEGA DE SAN MATEO |
| Country                            | ESPAÑA  | Region | LAS PALMAS        |
| Website                            | <a href="http://www.profesorrafaelgomezsantos.es">http://www.profesorrafaelgomezsantos.es</a> |        |                   |

A.2 – Legal representative

|                  |  |             |                   |            |      |
|------------------|--|-------------|-------------------|------------|------|
| Name             | Mr   | Mrs/Ms      | Almudena          | First Name | Ruiz |
| Position         | Head master  |             |                   |            |      |
| Official address | - the same as above -  |             |                   |            |      |
| Postal code      | 35320  | Town        | Vega de San Mateo |            |      |
| Country          | España   | Region      | Las Palmas        |            |      |
| Telephone 1      | 928661837  | Telephone 2 |                   |            |      |
| E-mail           | <a href="mailto:35004762@gobiernodecanarias.org">35004762@gobiernodecanarias.org</a> | Fax         | 928661837         |            |      |

A.3 Contact person

|                  |                       |             |                   |            |      |
|------------------|-----------------------|-------------|-------------------|------------|------|
| Name             | Mr                    | Mrs/Ms      | Almudena          | First name | Ruiz |
| Department       |                       |             |                   |            |      |
| Position         |                       |             |                   |            |      |
| Official address | - the same as above - |             |                   |            |      |
| Postal code      | 35320                 | Town        | Vega de San Mateo |            |      |
| Country          | España                | Region      | Las Palmas        |            |      |
| Telephone 1      | 928661837             | Telephone 2 |                   |            |      |
| E-mail           | Vesta2@hotmail.com    | Fax         | 928661837         |            |      |

B. Organisation and activities

B.1 Structure

|                   |                                    |            |   |        |   |         |  |
|-------------------|------------------------------------|------------|---|--------|---|---------|--|
| Profit            |                                    | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHPrm – Primary school</i> |            |   |        |   |         |  |
| Number of staff   |                                    |            |   |        |   |         |  |

## Lifelong Learning Programme

### B.2 Objectives and activities of the organisation

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

The CEIP Profesor Rafael Gómez Santos is a primary school situated in the medium town, calling Vega de San Mateo. The town has got 7 thousand inhabitants. The area is lower middle socio-economic. The workforce is employed primary and in the third sector (services).

Our primary school is located in the midlands rural area and many students are son and daughter of farmers. One part of our school population know the work of the land and helps her/his parents in the farm, but most of them are the young of the city because her/his parents working in Las Palmas and using San Mateo as a dormitory town. The central zones of influence for our pupils are: Bodeguilla, Montañón, Lechucilla, Cuatro Caminos, La Reyerta, Los Chorros y Los Chorrillos, are small villages in the San Mateo's town. So, the diversity is very present in our classrooms.

Despite being only 20 km away from the beach, living in a island, is not usual than our students go to the coast and many of them have never seen the sea.

The school teaches all of the curriculum subjects of a primary school and focuses on the learning and well being of all pupils. We try to help them:

- To learn and understand the cultural heritage of one's own and partners' ancestors and to develop respect for it to search and find the roots of the European culture.
- To realize the mutual relationships of traditional and modern culture.
- To understand social and cultural relations between nations and countries in Europe.
- To become aware of the importance of all nations and their part in the European development regardless of their geographical location or cultural background.
- To search and find unity in European diversity.
- To develop self-confidence of students participating in an international project.
- To improve communication skills in foreign languages (spoken and written)
- To improving ability to use computer and modern means of communication (email, chat, video-conference)
- And to master all of the skills that they need to play a full part in society as educated people

Please describe the role of your organisation in the project

--Partner school playing a full role in all of the work plan activities.

We will endeavour, through the use of ICT- CD ROM, internet, email, messenger, video and digital photography- to forge very strong links between the partner schools in the project. We will share information about culture- including local customs, dances, costumes, etc- history, the arts, and contemporary students' culture as well as eating culture and traditional food in each of partner countries.

The most important theme of this project is teaching languages. This will be addressed in the constant and ongoing communication between the partner schools and by the work we undertake with the University partners and the Teacher In-service centre. The teachers will compare teaching methods and different education systems and have direct experience of these during the visits. We will make links with the Southwark schools and look forward to sharing our expertise and learning from the partners at the 4 conferences we will contribute to.

**Lifelong Learning Programme**

B.3 Other Community subventions

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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



Lifelong Learning Programme

A A.1 – Organisation

|                                    |   |        |                            |
|------------------------------------|---|--------|----------------------------|
| Role in the Project                | LOCAL/ REGIONAL PARTNER - SCHOOL  |        | Linked to Partner region 2 |
| Legal Name                         | Salvador Manrique de Lara (Primary School)  |        |                            |
| - in Latin characters              |   |        |                            |
| Acronym – if applicable            |   |        |                            |
| National ID Number – if applicable | 35005419  |        |                            |
| Official address                   |   |        |                            |
| Postal code                        | 35017   | Town   | Las Palmas de G.C.         |
| Country                            | Spain   | Region | Canary Islands             |
| Website                            | <a href="http://www.ceipsalvadormanriquedelara.org">http://www.ceipsalvadormanriquedelara.org</a> |        |                            |

A.2 – Legal representative

|                  |                                |        |              |             |                               |
|------------------|--------------------------------|--------|--------------|-------------|-------------------------------|
| Name             |                                | Mrs/Ms | López García | First Name  | M <sup>a</sup> Teresa Goretti |
| Position         | Head Mistress                  |        |              |             |                               |
| Official address | As above                       |        |              |             |                               |
| Postal code      |                                |        |              | Town        |                               |
| Country          |                                |        |              | Region      |                               |
| Telephone 1      | 928352835                      |        |              | Telephone 2 |                               |
| E-mail           | 35005419gobiernodecanarias.org |        |              | Fax         | 928287111                     |

A.3 - Contact person

|                  |                        |        |               |             |                 |
|------------------|------------------------|--------|---------------|-------------|-----------------|
| Name             |                        | Mrs/Ms | Sánchez Pérez | First name  | Carmen Tenesoya |
| Department       |                        |        |               |             |                 |
| Position         | Head Teacher           |        |               |             |                 |
| Official address | As above               |        |               |             |                 |
| Postal code      |                        |        |               | Town        |                 |
| Country          |                        |        |               | Region      |                 |
| Telephone 1      | 928352835              |        |               | Telephone 2 | 665697367       |
| E-mail           | casanperez@hotmail.com |        |               | Fax         | 928287111       |

B. Organisation and activities

B.1 Structure

|                   |                                    |            |   |        |   |         |  |
|-------------------|------------------------------------|------------|---|--------|---|---------|--|
| Profit            |                                    | Non-profit | x | Public | x | Private |  |
| Organisation type | <i>EDU-SCHPrm – Primary school</i> |            |   |        |   |         |  |
| Number of pupils  | 251                                |            |   |        |   |         |  |

**Lifelong Learning Programme**

**B.2 Objectives and activities of the organisation**

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

Our school includes the stages of infant and primary education (from 3 to 12 years). The principal goal of our center is to achieve that the students feel happy, loved and taking part in the daily life of the college. We characterize ourselves for being a center that pleases of carrying out projects of innovation that provide an enrichment both for the students and for the teachers and support the motivation and the taste for learning in our children.

The learning of English and languages generally is a relevant part of our work; we introduce the learning of this language since 3 years; for it, we are immersed in projects that promote an integrated way to teach English through different areas of the curriculum and not as the simple learning of a foreign language. To be involved in this project would allow us to share experiences in teaching English and to improve mutually, promoting the learning of this language in all his aspects.

Please describe the role of your organisation in the project

Our school will be a partner, taking part in all of the activities of the project. We will work with the University of Las Palmas and Goldsmiths Educational studies and In-service teachers centre. The school is open to the visitors of Southwark and we will experience the Southwark methods of education and teaching languages, speak at the conferences, and contribute to the filming and the web site of the project.

**B.3 Other Community subventions**

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

| Year | Programme | Agreement number | Project title |
|------|-----------|------------------|---------------|
|      |           |                  |               |
|      |           |                  |               |

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

## Declaration

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

I, the undersigned,

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

Declare that:

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

EITHER

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

OR

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

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

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

Certify that:

The organisation I represent:

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

Acknowledge that:

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

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



**Lifelong Learning Programme**

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](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):



### C. Description of proposed partnership

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

#### C.1 Summary

Abstract of the project in own language:

*(max. 200 words)*

Southwark, London and Canary Islands, Spain share the challenge of educating the next generation to be global citizens. Teaching pupils to speak other languages is key.

Both regions face the challenge of making foreign language learning relevant to pupils and have worked hard to develop MFL strategies which are inclusive and attempt to ensure that pupils become passionate about speaking, reading and writing other European languages.

Both regions also face difficulties teaching MFL due to the current climate of economic and curriculum uncertainty.

This project allows us to share good practice—especially around the teaching of each other’s language as a foreign language. It displays our commitment to MFL, while also allowing us to jointly ask important questions:

*--How can we better teach foreign languages in these difficult times?*

*-- How can we develop more cross curricular approaches in language teaching and learning?*

*--How can we support cross-phase sharing of good practice between primary and secondary schools?*

This project can benefit Spanish, English and other language teaching in both regions, but also through joint conferences, job shadowing and the delivery of training, ensure that the regional link we have established flourishes even after this project concludes.

*198 words*

Abstract of the project in English: as above

*(max. 200 words)*

*This part might be used for publication*

#### C.2 Context

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

Southwark borough has a large population of cared for children. 174 different languages are spoken by the school population and 40% of pupils have English as their second language. 4 in 10 pupils qualify for free school meals compared to 1 in 10 nationally. In this context, the Authority and its 97 schools are striving hard



to raise achievement, which although generally below the national average, continues to improve year on year as indicated by the upward trend in results.

Southwark schools attempt to give their pupils an appreciation of diversity and to value every child and every child's progress. As with Southwark Authority, they are focused on giving all pupils the best possible education. However, during the past year, the cuts in funding for education have changed the way in which the Authority can support educational aspects such as the teaching of Modern Foreign Languages (MFL). Resources and advisory support staff have had to be cut. Projects such as this one, therefore, will become increasingly important in order to sustain interest in both the teaching and the learning of languages.

This Regio project will allow teachers especially to focus on improving the way languages are taught and to investigate improving their own practice by collaborating with partners and experts from the partner region as well as by examining their own practice and building local links. It provides welcome opportunities for in-service for Southwark (and Canarias) school staff at a time when other opportunities are shrinking. Creating and sustaining a regional link with this part of Spain also shows the Council's willingness to engage with the Spanish speaking community in the borough as well as with those learning Spanish and other languages in our schools.

In Spain, similar difficulties to those faced by the UK are being experienced due to the global financial crisis. Unemployment is approaching 25% but in Gran Canaria, is actually closer to 40%. The government ministries are clear that education is key to tackling this difficult situation. In the Canary Islands region, where tourism and engagement by industry with European partner countries is essential, the ability to speak other languages is identified as a specific educational priority. A CLIL program (Content and Language Integrated Learning) has been initiated to focus primary and secondary schools and teachers on the importance of pupils being able to use English and other languages apart from Spanish in everyday life. To succeed, schools need the confidence to adapt and fully engage with this policy. This project will contribute to that process for the partner schools and the wider school network in the region.

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

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

1. The objectives of the partnership are to:

--establish a long term partnership for educational cooperation between Canary Islands, Spain and the Southwark Local Authority in London

--raise the priority of language learning and the teacher skills required to improve MFL in schools in our regions

--share good practice and provide a focus for learning and teacher professional development within and between both regions

--jointly take part in developing and delivering training which incorporates MFL/ CLIL practice from both our regions as well as the expertise of the teacher training organizations which are the additional partners in our project

--encourage language learning and intercultural understanding as a normal and cross curricular part of school education

2. How languages are taught and learning is organised are significant issues we intend to address. The Canary Islands has been piloting extensive teaching of mainstream subjects such as history, maths, music and others in languages other than Spanish. Can this model offer lessons for Southwark schools on how to promote achievement in MFL and even in the other subject areas in question? --And, can the Southwark MFL teaching strategies developed over the past decade inform a more effective Gran Canaria approach to pure language teaching? The sharing of regional practice around these themes should go some way to answering these questions.

In a time of shrinking local opportunities for professional development for school staff in both regions, this Regio project allows the 10 project partner schools (and by extension, others in the locality that they work with) the time and space to focus on the best possible strategies for language teaching and to examine their thinking on methods of language learning and the latest developments with input from each other and the expert 'additional' partners from both regions. This should go some way to raising achievement and finding new ways of valuing MFL together.

3. Our approach will be to:
  - develop a strong relationship between our education authorities and between schools in our regions
  - raise the profile and importance of language learning in tandem with other subjects
  - share good practice around all aspects of intercultural understanding and language teaching
  - develop new strategies together and disseminate the results of our collaboration in our regions, our countries and to other European countries if possible.

Initially, our diagnostic approach will create the opportunity for the education authority staff and teachers in both regions to share information about their strategies for teaching languages. We will share advice on how to further develop inclusive ways of expanding MFL despite the current economic conditions. Regional conferences and partners meetings will highlight the thematic area.

In-service opportunities for school staff will focus schools on good practice and the importance of maintaining vibrant language learning in every school. (Job shadowing using Comenius in-service grants will be organised alongside the Regio project activities to ensure any interested teacher from either region has the chance to apply to examine practice around this issue in the opposite partner region.)

Our project partners--the teacher training professionals of Goldsmiths Educational Studies, University of London, the University of Las Palmas in Gran Canaria and the Las Palmas Teacher In-Service Centre II have expertise they can share with partner schools in the project as well as with a wider audience of teachers in other schools in our regions who will be invited to take part in a program of training in Yr 2 of the project to be delivered in both countries as well as at the dissemination conferences. A website for the project will be created allowing experiences and practice to be shared between our regions via an on-line platform.

The evaluation and dissemination stage of the project will allow us to evaluate and share the outcomes of the project at the final conference and via publishing them on the web site. All of these outcomes can be shared with education colleagues around Europe following the completion of our Regio project.

## C.4 Work programme and project management

### 1. Work programme

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

1) Year 1:

- Development of web site and moodle platform for on-line submissions, sharing between the two regions and conferences preparation
- Sharing of practice and strategies used in all partner institutions—short films made by each partner & shared
- Meeting (1) of all partners in Southwark, London-- school visits, presentations, work groups
- University partners film MFL teaching in a both region's schools and assess
- Meeting of University partners in Canary Islands to share results and formulate training
- Meeting (2) of all partners and interim conference in Las Palmas, Gran Canaria –school visits, work groups, Universities input
- Up to 10 additional UK teachers supported to job shadow in the Gran Canaria schools (using Comenius In-service funds)

Year 2:

- Meeting (3) of all partners in Gran Canaria
- Continued collaboration by University additional partners and boroughs
- Training sessions offered at local level by the University partners to schools in both regions
- Spanish teachers supported to apply to job shadow in Southwark schools (using Comenius In-service funds)
- Last meeting (4) of all partners and final Dissemination Conference in London. DVD of good practice filmed by the Universities delivered and assessed
- Ongoing evaluation compiled and concluded

2) The project outcomes/ results will include: the web site and platform for regional collaboration, short films made by each partner showing project theme related practice early in the project, a DVD of good teaching practice filmed and edited by the University partners, the delivery of in-service developmental opportunities for staff from both regions including the participation by partner staff in 2 joint meetings and 2 meetings/dissemination conferences, job shadowing by additional staff, training delivery led by the expert 'additional' organizations in both regions.

Ultimately, it is hoped the project will 'shine a light' on good MFL practice, encourage the more cross curricula/subject integrated and enthusiastic teaching of languages in both regions, encourage new thinking and raise achievement and establish a strong, on going link for future collaboration between the regions following the Regio projects' completion. It should also strengthen the links between our primary and secondary schools teaching languages and so allow for primary to secondary language teaching 'transition' to be examined.

3) The work program supports the building of the regional link in a progressive way during the 2 years, incorporating:

- the meeting of all partners twice each year (once in each region each year) and including wider dissemination, the sharing and assessment of current pure language teaching and CLIL practices in both regions, the input of the expert (University) additional partners from both regions, training and dissemination delivery locally in each region, additional staff undertaking other Comenius activities (Comenius job shadowing in both regions during the life of the project and possibility afterwards of school partnership projects), ongoing evaluation.

2. Distribution of tasks

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

Southwark will coordinate the project from the UK. The Canarian Educational Ministry, D.G.O.I.P.E. and the teachers training centre, hosted the prep visit and will lead on the Spanish side.

The two regions will each play an equal role in the project and the development of the project outcomes. The additional partner organisations (initial teacher training University faculties of Goldsmiths and University of Las Palmas) both have teacher training expertise and will coordinate the amalgamation of good practice from all the partners to develop and deliver training outcomes.

All partners will contribute to the project web and Moodle platform—web site to be designed and maintained in Southwark, Moodle platform to be designed and maintained in Canary Islands.

The schools in both partner regions (10 in all) have experience of teaching MFL which they will contribute. Specifically, each Southwark school is currently actively teaching Spanish (and additional languages in some cases) while each of the Gran Canaria school partners has experience of delivery of CLIL in English and/or another foreign language.

All partners will be involved in the sharing of practice and the development of project outcomes and will attend the partner meetings and input to the meetings/ Conferences. Other schools outside of the partnership from both regions will also be invited to take part in associated project activities (such as job shadowing funded by Comenius In-service grants and training sessions) and encouraged to link and develop Comenius partnership projects.

The educational authorities of Southwark and Gran Canaria will oversee the completion of all project activities outlined in the work plan, with ongoing support and input from the project's experienced 'critical friend' (external evaluator) who will also help monitor their ongoing financial administration.

The regional Authorities and Training institutions will oversee the arrangements for the interim conference and the final conference.

The schools and teachers will organise the information about their context and own practice to share with partners and the wider educational community and participate in the University led training. They will host school visits and will share the results of their research and experience of language teaching in the partner meetings and conferences.

### 3. Project management and communication

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

Our regions have built a strong relationship by way of our EU funded preparatory visit and the email communication we have had prior to the project.

All project partners will be asked to 'sign up' to the work plan of the project and then expected to meet their commitment to contribute their time and work as outlined.

There will be regular e-mail communication between all of the partners led by the 2 regional Authorities along with input from the project's 'critical friend'/ evaluator. The main language we use to administer the project will be English; however, we will attempt to use Spanish where possible and produce our outcomes in both languages.

Funding will be distributed by the lead organisations within each region along with on-going monitoring of expenditure. With the project's 'critical friend'/evaluator, they will monitor the project to ensure targets and work plan deadlines are met.

All partners will be involved in attending and contributing to all partner meetings/ joint conferences which are to be equally hosted by both regions.

The 4 project meetings/conferences planned during the project lifetime are sufficient to maintain momentum while leaving enough time for research and reflection and outcome development between the meetings. They also incorporate wider regional dissemination.

(The additional 'working group' meeting in Yr 1 in Gran Canaria (of the University partners) allows them to push forward the analysis of pure language and cross curricula language teaching in both region's schools to develop training and other inputs.)

The project's on-line Moodle platform (Gran Canaria managed) and web site (Southwark managed) will be developed in Yr 1 and used for collaboration and dissemination throughout the project.

Our final conference in London in Yr 2 will be the culmination of our collaboration, drawing together our outcomes and disseminating our experiences. It will give a voice to all of our contributing partners.

### C.5 Impact and European added value

1. What impact and benefits do you expect your Partnership activities to have on the different target groups (pupils, teachers, staff in school administration, etc) and on the participating institutions/ organisations?
2. In which way will the partnership project foster European cooperation in school education in the participating regions?

1. The theme of the project was chosen because there is a direct correlation between pupils' abilities to speak languages and their future career and life options....and so a main focus of our collaboration is for the benefit of our respective pupils. Pupils should additionally, benefit from the project by the sharing not just of the educational practice of our regions, but by the awareness it will raise in both countries of our respective Regio partner region.

There are strong links already between the UK and the Gran Canaria, but these will be further developed in the education context by this project. Pupils will learn more about our shared history and modern economic links as well as the culture and language of each region. We expect—and will support—some Comenius projects to arise as a result of this Regio project, including that some secondary pupils will benefit from pupil mobility as a result of any funded bilateral school projects.

Spanish is not as widely taught in Southwark as French, however, all of the UK partner schools teach Spanish and this project will invigorate that teaching both for the pupils and teachers. This applies also to the Canary Islands, where the partners are all seeking the best possible ways to teach English and other foreign languages. They have developed a strong CLIL program, due to the central government's directive, but do not always feel confident that they are delivering it in the best possible way. There is potential for them to learn from the pure language teaching focus developed in Southwark over the last 10 years and from the expertise of both 'additional partner' Universities which usually teach future language teachers

All staff of the Authorities, schools and training institutions involved in this project will have the chance to benefit from the links this project fosters through the job shadowing the project will promote. We intend to actively promote the Comenius in-service training grants that our staff can apply for alongside our Regio funding.

Teachers in both regions will benefit from the training this project will develop and offer separately in each partner region by our training institution partners and jointly at our Regio conferences. We expect positive strategies for MFL teaching to have a higher priority in both regions' schools as a result of this project. All of our partner institutions will benefit. The relationships between the 'additional' training partner institutions in each country with their regional education bodies and with their local schools are also likely to be much strengthened as well as their relationship with each other which this project re-establishes.

2. European cooperation in school education will be enhanced by this Regio partnership. It will highlight the other Comenius funding streams available and the possibilities for us both of working with other countries in Europe. It focuses on the possibilities of learning and comparing practice with another EU country also interested in achieving the best for its pupils—and highlights that despite our differences, we share the same types of concerns and expertise. We plan to have additional Comenius job shadowing opportunities for staff in both our regions run alongside the main project activities. The project will give a focus to this and encourage teacher and school interest outside of the partnership.

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It is also highly likely that Comenius school projects will be initiated as additional outcomes to our collaboration.

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

Our project will be monitored at all stages and ongoing review and evaluation will be a part of the regional cooperation. The work plan will be monitored and the focus on the value and quality of the project collaboration will ensure quality outcomes. We will contract an experienced evaluator to assist our overview (from Edimpetus Education) and to check progress regularly against our agreed work plan from the very start of our collaboration. The evaluator will take the role of 'critical friend' to the project—attending and assessing all meetings and conferences to document them and make recommendations, monitoring the partnership's performance and providing an informed opinion to the Authorities leading the project in both countries. Observation, focus groups, 'satisfaction' questionnaires and analysis by an expert panel (in the case of evaluating the training outcomes) will be used.

He will report back to the partnership on all aspects of the work as it progresses during the 2 years, maintaining contact with and surveying the partners in an ongoing fashion to ensure the satisfaction of those participating. Training sessions and conferences will be assessed with satisfaction questionnaires designed by previous EU projects such as Mice-T. (<http://www.mice-t.net/mice.html>) Additionally, the evaluator will be expected to review the expenditure of the partnership on a 6 monthly basis to ensure all expenditure is appropriate and undertaken in the correct time frame.

The written assessment reports produced about each meeting and conference will be posted to our project web platform and included with our final project reporting to the European Union. CPD project outcomes will be considered and focus group questioning used to monitor their value and appropriateness to ensure quality and usefulness as it is intended that outcomes 'live on' following the duration of the funding.

### C.6 Relevance for the objectives of the programme

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

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 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="checkbox"/> | 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="checkbox"/>            | To encourage the learning of modern foreign languages (COM-OpObj-3)   |
| <input type="checkbox"/>            | To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning (COM-OpObj-4)  |
| <input type="checkbox"/>            | To enhance the quality and European dimension of teacher training (COM-OpObj-5)   |
| <input type="checkbox"/>            | To support improvements in pedagogical approaches and school management (COM-OpObj-6)   |

### C.7 Topics

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

| Nr | Topic (maximum 3) – Table D - |
|----|-------------------------------|
|----|-------------------------------|



|   |   |
|---|---|
| 1 | TOPIC-21 – Foreign language teaching and learning               |
| 2 | TOPIC-63 – Development of common training contents and concepts |
| 3 |   |

### C.8 Dissemination and use of results

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

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

The project work plan includes 2 meetings/conferences each year—one in each region—where the project experiences and results will be disseminated locally as additional interested education staff outside of the project will be invited to some sessions. The project web and moodle sites where outcomes and information is located will be promoted. In Southwark, Fatima Duerden, who is voluntarily leading the informal network of schools teaching Spanish in the borough, will be asked to input to the project and to disseminate. In year 2, Goldsmiths Education will make the CPD training developed available to Southwark teachers and University of Las Palmas will do the same in Gran Canaria so further dissemination more widely than within the partnership can occur at the regional level.

Educational strategies devised with the Teacher training partners will be published online and we aim to present our project outcomes and approaches via the web sites of the Universities involved as they have and International network of readers. ([www.gold.ac.uk](http://www.gold.ac.uk)) Goldsmiths Teachers Centre will also be kept informed of the project in order to publicize it.

The projects regional leaders and additional partner organisations have other international partners who will be informed of the project as part of the on-going collaboration that occurs as part of such education collaborations. In the UK, the GLA (Global Learning Association), which has England wide membership, will be informed of the project and invited to contribute to the final conference. As one of the 17 autonomous Spanish municipal authorities, the Canarias region will be reporting on education activities (of which this project is one) to the combined grouping. The Inset Centre II partner is in a position to promote the project to educational partners across the Spanish region involved and to the sister organisations involved nationally in teacher in-service.

In Southwark, we are building links with school leaders in Africa and India and Finland to share good practice around the theme of School Leadership. It would be natural for us to share news of our Regio partnership work with this audience also. We have been approached by Swedish partners about developing a regional link focused on School Management and would expect to share our experience of this project with them.

### C.9 Sustainability

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

Both regions involved in this project view it as the start of an ongoing 'education relationship' and intend for the collaboration to continue into the future.

We envisage that the project will set a template for job shadow teacher exchanges between our regions which will continue after the life of the project and be promoted by the regional education authority of both countries for the foreseeable future. The 2 University partners involved collaborated on a previous, unfunded project for 7 years. (Now completed.) This project re-establishes their relationship and opens the way for future cooperation, either funded or unfunded. If so, the results of this project could well be the basis of future work together.

We also envisage Comenius partnership projects being established between the schools signed up to this Regio project as partners –and between other schools in both regions—as a result of the school links which will be established and supported due to the teacher job shadowing we promote. Both regions would be especially interested to see bilateral Comenius projects established at secondary school level so that our pupils can have the chance to undertake mobility between our regions.

One outcome of this project will be the training developed through the sharing of good practice and incorporating the input of our 2 ITE partner organisations—Goldsmith’s Educational Studies and University of Las Palmas and the overview of the Teachers In-service Centre II in Las Palmas. The training modules will ‘live on’ and be available via our web platform as well as by delivery in each region via the training institution partners. As restructuring of the UK’s FE Education sector gains pace, Universities are looking to offer more In-service training to schools and this particular training module can contribute to Goldsmiths offer to school staff. It can also continue to be delivered in future years to Spanish partners in the Canary Islands.

#### D. Proposed activity data

Work programme: planned activities of each participating organisation

Please summarise in the table below the planned Partnership activities for both partner regions in the Partnership. Please present the activities for both academic years 2012/13 and 2013/14, in a chronological order. The eligibility period of activities starts on 1 August 2012 and ends on 31 July 2014.

##### D.1 Planned project activities (other than mobility)

| <u>Partner region 1</u>                                      | <i>Approx. start date<br/>MM/YY</i> | <i>Activity description<br/>(organisation of an event, publication, study, website, etc.)</i>  |
|--|-------------------------------------|--|
| <u>YR 1</u><br>Southwark LA/<br>Goldsmiths/ all 5 schools    | Aug 2012                            | Organisation of Nov London partner meeting   |
| Southwark LA/<br>Goldsmiths/ all 5 schools                   | Sept/Oct<br>2012                    | Web site established<br>Intro/MFL films made by each partner & uploaded  |
| Southwark LA/<br>Goldsmiths/ all 5 schools                   | 8,9,10 Nov<br>2012                  | Partner Meeting, Southwark –hosted by Goldsmiths, all partners contribute and share MFL strategies and experience<br>Mentoring/ CLIL/ Good MFL Practice work groups formed |
| Southwark LA/<br>Goldsmiths Ed Studies/<br>Southwark schools | Sept 2012                           | Training and support to those applying for Oct deadline for 2013 Comenius In-service job shadowing in Canary Islands   |
| Goldsmiths   | 19/20/21<br>Jan 2013                | Attend training meeting in Gran Canaria for joint planning & MFL action research   |
| Goldsmiths   | Mar-April<br>2013                   | Both Universities film local MFL/ CLIL practice & assess   |





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|  |                          |  |
|--|--------------------------|--|
| Southwark LA/<br>Goldsmiths/ Southwark schools         | April 2013               | Comenius In-service job shadowing in Gran Canaria  |
| Southwark LA/<br>Goldsmiths/ all 5 schools             | 24, 25, 26<br>April 2013 | All partners contribute to Gran Canaria year-end partner meeting and Conference delivering best practice & collaboration results to date<br><br>Universities share training development work<br><br>Work groups share work to date |
| Goldsmiths   | June 2013                | Twilight training sessions on MFL for schools borough wide, informed by the project  |
| Southwark LA   | June 2013                | Review of work plan and outcomes to date   |
| Southwark LA   | July 2013                | Yr 1 evaluation published  |
| <u>YR 2</u> Southwark LA/<br>Goldsmiths/ all 5 schools | Aug 2013                 | Preparations begin for Gran Canaria partner meeting  |
| Southwark LA/<br>Goldsmiths/ all 5 schools             | 20,21,22<br>Nov 2013     | Partner Meeting, Gran Canaria–hosted at Inset Centre II, all partners contribute and share MFL/CLIL strategies/ experience   |
| Southwark LA   | Sept 2013                | Support to those applying for Oct deadline for Comenius In-service job shadowing in Southwark  |
| Goldsmiths   | March<br>2014            | Project dissemination via Web and Goldsmiths Teacher Centre publications   |
| Southwark schools                                      | April 2014               | Comenius In-service job shadows hosted in Southwark  |
| Southwark LA/<br>Goldsmiths/ all 4 schools             | 23, 24,25<br>Apr 2014    | Partner meeting--all partners contribute to Final Conference, hosted at Goldsmiths. Project DVDs distributed   |
| Southwark LA   | 30 July<br>2014          | Oversee publishing of Evaluation   |

Add rows if necessary

| <u>Partner region 2</u>  | <i>Approx. start date MM/YY</i> | <i>Activity description (organisation of an event, publication, study, website, etc.)</i>  |
|--|---------------------------------|--|
| <u>YR 1</u> Canarias LA/LP University/ Inset Centere II/ all 5 schools | Aug 2011                        | Preparing for Nov London partner meeting begins  |
| Canarias LA/ LP University/ all 5 schools                              | Sept/Oct<br>2012                | Moodle site established<br><br>Intro/MFL films made by each partner & uploaded   |
| Canarias LA/ LP University/ Inset Centre II/ all 5 schools             | 8,9,10 Nov<br>2012              | Partner Meeting, Southwark –hosted at Goldsmiths, all partners contribute and share MFL strategies and experience<br><br>Mentoring/ CLIL/ Good MFL Practice work groups formed |
| Canarias LA/ LP University/ Inset Centre II/all 5 schools              | Sept 2012                       | Support to those applying for Oct deadline for Comenius In-service job shadowing in Canary Islands next April  |
| LP University  | 19/20/21<br>Jan 2013            | Host training meeting in Gran Canaria for joint planning & MFL action research   |

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|   |                       |   |
|---|-----------------------|---|
| Canarias LA/ LP University/ Inset Centre II/all 5 schools             | 24, 25, 26 April 2013 | All partners contribute to Canary Islands educ Governm year-end partner meeting and Conference delivering best practice & collaboration results to date<br><br>Universities share training development work<br><br>Work groups share work to date |
| LP University   | June 2013             | Twilight training sessions on MFL for schools region wide, informed by the project  |
| <u>YR 2</u> Canarias LA/ LP University/ Inset Centre II/all 5 schools | Aug 2013              | Organisation of Nov Gran Canaria partner meeting  |
| Canarias LA/ LP University/ all 5 schools                             | 20,21,22 Nov 2013     | Partner Meeting, Gran Canaria–hosted by Inset Centre II, all partners contribute and share MFL/CLIL strategies/ experience  |
| Canarias LA/ LP University/ Inset Centre II/ all 5 schools            | April 2014            | Comenius In-service job shadow attended in Southwark  |
| Canarias LA/ LP University/ Inset Centre II/all 5 schools             | 23, 24,25 April 2014  | Partner meeting--all partners contribute to Final Conference, hosted by Goldsmiths. Project DVDs distributed  |
| Canarias LA   | 30 July 2014          | Oversee publishing of Evaluation  |

## D.2 Planned mobilities

What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility<sup>2</sup> (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

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

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

### Partner region 1

| <i>Approx. starting date<br/>mm/yy</i> | <i>Planned mobility description<br/>(travel to a project meeting, seminar, conference, etc.)</i> | <i>Sending Organisation<sup>3</sup></i> | <i>Duration</i> | <i>Destination<br/>(place and organisation)</i> | <i>No of persons travelling</i> |
|--|--|---|-----------------|---|---------------------------------|
| 19/20/21 Jan 2013                      | Attend training meeting in Canary Islands for joint planning & MFL action research               | Goldsmiths Educational Studies          | 3               | University of Las Palmas, Gran Canaria          | 2                               |
| <i>April 2013</i>                      | <i>Comenius In-service job shadowing in Gran Canaria</i>   | <i>Southwark LA/ Goldsmiths/</i>        | <i>6</i>        | <i>Gran Canaria institutions</i>                | <i>10 (IST Funding)</i>         |

<sup>2</sup> "In-country" mobility to or from Overseas Countries and Territories and ultra-peripheral regions of the EU will also be considered as transnational mobility, e.g. mobility by a beneficiary from mainland France to a partner in Martinique.

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

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|                       |  |                                |   |                                     |   |
|-----------------------|--|--------------------------------|---|-------------------------------------|---|
|                       |  | <i>Southwark schools</i>       |   |                                     |   |
| 24, 25, 26 April 2013 | Travel to Gran Canaria year-end partner meeting and Conference | Southwark LA                   | 3 | Las Palmas, Teacher Inset Centre II | 2 |
|                       |  | City of London Academy         | 3 |                                     | 2 |
|                       |  | Charter School                 | 3 |                                     | 2 |
|                       |  | Comber Grove Primary           | 3 |                                     | 2 |
|                       |  | St Mary Magdalene Primary      | 3 |                                     | 2 |
|                       |  | Victory Primary                | 3 |                                     | 2 |
|                       |  | Goldsmiths Educational Studies | 3 |                                     | 2 |
| 20,21,22 Nov 2013     | Travel to Yr 2 Canary Islands partner meeting & Conference     | Southwark LA                   | 3 | Las Palmas, Teacher Inset Centre II | 2 |
|                       |  | City of London Academy         | 3 |                                     | 2 |
|                       |  | Charter School                 | 3 |                                     | 2 |
|                       |  | Comber Grove Primary           | 3 |                                     | 2 |
|                       |  | St Mary Magdalene Primary      | 3 |                                     | 2 |
|                       |  | Victory Primary                | 3 |                                     | 2 |
|                       |  | Goldsmiths Educational Studies | 3 |                                     | 2 |

Add rows if necessary

Partner region 2

| <i>Approx. starting date<br/>mm/yy</i> | <i>Planned mobility description<br/>(travel to a project meeting, seminar, conference, etc.)</i> | <i>Sending Organisation<sup>4</sup></i>      | <i>Duration</i> | <i>Destination<br/>(place and organisation)</i> | <i>No of persons travelling</i> |
|--|--|--|-----------------|---|---------------------------------|
| 8,9,10 Nov 2012                        | Travel to partner meeting in Southwark   | Canarias LA<br>(Canary Islands educ Governm) | 3               | London, Goldsmiths, University of London        | 2                               |

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



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|                      |   |   |          |  |                         |
|----------------------|---|---|----------|--|-------------------------|
|                      |   | University of Las Palmas                      | 3        |  | 2                       |
|                      |   | Teacher Inset Centre II                       | 3        |  | 2                       |
|                      |   | IES Felo Monzon Grau Bassas Secondary School  | 3        |  | 2                       |
|                      |   | IES Vega De San Mateo Secondary School        | 3        |  | 2                       |
|                      |   | San Jose Artisan Primary School               | 3        |  | 2                       |
|                      |   | CEIP Rafael Comez Santos Primary School       | 3        |  | 2                       |
|                      |   | CIEP Salvador Manrique De Lara Primary School | 3        |  | 2                       |
| <i>April 2014</i>    | <i>Comenius In-service job shadowing in Southwark</i>         |   | <i>6</i> | <i>Southwark institutions</i>            | <i>10 (IST Funding)</i> |
| 23, 24,25 April 2014 | Travel to last partner meeting and Final Southwark Conference | Canarias LA                                   | 3        | London, Goldsmiths, University of London | 2                       |
|                      |   | University of Las Palmas                      | 3        |  | 2                       |
|                      |   | Teacher Inset Centre II                       | 3        |  | 2                       |
|                      |   | IES Felo Monzon Grau Bassas Secondary School  | 3        |  | 2                       |
|                      |   | IES Vega De San Mateo                         | 3        |  | 2                       |



|  |  |   |   |   |
|--|--|---|---|---|
|  |  | Secondary School                              |   |   |
|  |  | San Jose Artisan Primary School               | 3 | 2 |
|  |  | CEIP Rafael Comez Santos Primary School       | 3 | 2 |
|  |  | CIEP Salvador Manrique De Lara Primary School | 3 | 2 |

Add rows if necessary

## E. Requested EU funding

### E.1 Mobility

Funding requested and estimated number of persons participating in mobility (per participating organisation.

For each of the participating organisations, please select the "Partnership type" that best corresponds to your Partnership work plan for the whole 2 year duration. The Partnership type indicates the minimum number of mobilities to be conducted and the lump sum amount related to it.

Each lump sum type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of persons taking part in mobility activities into the table.

The lump sum amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Please indicate the exact distance between the two applicant institutions (in km).

DISTANCE:

2880 km

|                  | Partnership type<br>[Table E – mobility action types] | Nr of planned mobilities | Grant amount requested (€)<br>[Table G – National lump sum amounts] |
|------------------|---|--------------------------|---|
| Partner Region 1 | COM-24M-L (minimum 24 mobilities) – long distance     | 30                       | 20,000  |
| Partner Region 2 | COM-24M-L (minimum 24 mobilities) – long distance     | 32                       | 18,000  |

**Lifelong Learning Programme**
**E.2 Other (non-mobility) costs**

In order to fill the following table please refer to part 4.E and 4.F of the LLP Guide Part I: General provisions. This chapter provides the financial and contractual rules that should be followed by the applicants/beneficiaries and during the lifecycle of the accepted partnerships. Please note that

- Indirect costs are not eligible for funding support in Comenius Regio Partnerships,
- Other (non-mobility) costs in Comenius Regio Partnerships can only be funded up to a maximum of 25.000 EUR per partner region,
- Travel and subsistence costs have to be covered by the mobility lump sum; this includes also local transport during the mobility.

When filling in the table, please make sure that you use the right cost category for your expenses and that you base your calculation on eligible costs only.

- Staff costs: costs relating to statutory or temporary staff, based on real daily staff cost rates which cannot exceed the maximum eligible daily rates indicated in the LLP Guide, part 4.F.
- Subcontracting: cost entailed by procurement contracts, including work such as translation, interpretation, printing. Subcontracting costs may not exceed 30% of the total eligible project costs including the lump sum amount for mobilities.
- Equipment: purchase, rent or lease of equipment if justified and necessary for the project. Please note that the costs for the purchase equipment should be depreciated in accordance with tax and accounting rules. Equipment costs may not exceed 10% of the total eligible project costs including the lump sum amount for mobilities.
- Other project costs on the basis of real costs: costs not covered by other cost categories like rental costs, purchase of consumables, travel costs for experts or speakers at conferences (which must follow the rules indicated in the LLP Guide –Part I Financial provisions, part 4F.

More detailed information on cost categories as well as the eligibility of costs can be found in the LLP Guide 2012, chapter 4.F.

**Staff costs**

| Partner region incurring the costs | Staff category              | N° of working days | Cost per working day (in EUR) | Costs (in EUR) |
|------------------------------------|-----------------------------|--------------------|-------------------------------|----------------|
| Partner Region 1                   | Manager                     | 24                 | 355                           | 8520           |
| Partner Region 1                   | Researcher/ Teacher Trainer | 27                 | 334- 250                      | 6750           |
| Partner Region 1                   | Technical                   | 24                 | 231                           | 5544           |
| Partner Region 1                   | Administrative              | 12                 | 153                           | 1836           |
| total                              |                             |                    |                               | 22,650         |

|                  |                             |    |          |        |
|------------------|-----------------------------|----|----------|--------|
| Partner Region 2 | Manager                     | 24 | 321      | 7704   |
| Partner Region 2 | Researcher/ Teacher Trainer | 35 | 212- 200 | 7000   |
| Partner Region 2 | Technical                   | 24 | 163      | 3912   |
| Partner Region 2 | Administrative              | 12 | 117      | 1404   |
| total            |                             |    |          | 20,020 |

Add rows if necessary



**Lifelong Learning Programme**

Subcontracting

| Partner region incurring the costs | <i>Service or task subcontracted</i>             | Costs (in EUR) |
|------------------------------------|--|----------------|
| Partner Region 1                   | Web site design and Maintenance (2yrs)           | 1000           |
| Partner Region 1                   | Evaluation                                       | 6000           |
| Partner Region 1                   | GLA Expert Conference speakers                   | 1500           |
| Partner Region 1                   | Printing   | 1000           |
| Partner Region 1                   | Classroom Filming and Editing and DVD Production | 1500           |
| <b>total</b>                       |  | <b>11,000</b>  |

|                  |  |               |
|------------------|--|---------------|
| Partner Region 2 | ES Expert Conference speakers                    | 2500          |
| Partner Region 2 | Evaluation                                       | 6000          |
| Partner Region 2 | Classroom Filming and DVD Editing and Production | 1500          |
| Partner Region 2 | Moodle site designer                             | 2,000         |
| <b>total</b>     |  | <b>12,000</b> |

Add rows if necessary

Equipment

| Partner region incurring the costs | <i>Equipment</i>   | Costs (in EUR and after depreciation) |
|------------------------------------|--|---------------------------------------|
| Partner Region 1                   | 7 Cameras @250 each for web film production by each partner=1750 | 1167                                  |
| Partner Region 1                   |  |                                       |
| Partner Region 1                   |  |                                       |
| Partner Region 1                   |  |                                       |
| <b>total</b>                       |  | <b>1,167</b>                          |

Please indicate the depreciation rules applicable in your institution:

1/3 per year

|                  |  |          |
|------------------|--|----------|
| Partner region 2 |  |          |
| Partner region 2 |  |          |
| Partner region 2 |  |          |
| Partner region 2 |  |          |
| <b>total</b>     |  | <b>0</b> |

Please indicate the depreciation rules applicable in your institution:

**Lifelong Learning Programme**

Add rows if necessary

Other costs on the basis of real costs

| Partner region incurring the costs | Type of costs                                   | Costs (in EUR) |
|------------------------------------|---|----------------|
| Partner Region 1                   | Dissemination Conference venue hire             | 2000           |
| Partner Region 1                   | Evaluator Travel and Subsistence                | 1200           |
| Partner Region 1                   | Dissemination Events Catering                   | 2000           |
| Partner Region 1                   | Conference consumables                          | 500            |
| Partner Region 1                   | DVD consumables (discs & covers) for production | 200            |
| total                              |   | 5,900          |

|                  |   |       |
|------------------|---|-------|
| Partner region 2 | Dissemination Events Catering                   | 3200  |
| Partner region 2 | Conference consumables                          | 700   |
| Partner region 2 | Conference interpreters                         | 1500  |
| Partner Region 2 | DVD consumables (discs & covers) for production | 400   |
| total            |   | 5,800 |

Add rows if necessary

### E.3 Total requested grant amount

Please indicate below the total project costs and the total amount of your grant request per partner region.

Please note that the grant will cover the lump sum amount for mobility plus maximum 75% of the total non-mobility costs of the project. Indirect costs are not funded in Comenius Regio Partnerships.

|                                      | Partner region 1<br>Southwark | Partner region 2<br>Canarias |
|--------------------------------------|-------------------------------|------------------------------|
| A. Lump sum amount for mobilities    | 20,000                        | 18,000                       |
| • Staff costs                        | 22,650                        | 20,020                       |
| • Subcontracting                     | 11,000                        | 12,000                       |
| • Equipment                          | 1,167                         | 0                            |
| • Other direct costs                 | 5,900                         | 5,800                        |
| B. Total non-mobility project costs  | 40,717                        | 37,820                       |
| Total project costs (A+B)            | 60,717                        | 55,820                       |
| Total grant amount (A+ max 75% of B) | 50,537.75                     | 46,365                       |

However we know that the maximum funding available per region is 45,000 Euros.



**Annex to 2012 Comenius Partnership Application Form – LLP reference tables**

The tables below should be used when filling the 2012 Comenius Partnership application form. Whenever a field in the application form refers to a table, the options available for filling the field can be found in the tables below. If a code is provided, please type in both the code and the description.

**A. National Agencies**

|     |                                   |
|-----|-----------------------------------|
| AT1 | Austria                           |
| BE1 | Belgium German-speaking community |
| BE2 | Belgium French-speaking community |
| BE3 | Belgium Dutch-speaking community  |
| BG1 | Bulgaria                          |
| CH1 | Switzerland                       |
| CY1 | Cyprus                            |
| CZ1 | Czech Republic                    |
| DE3 | Germany                           |
| DK1 | Denmark                           |
| EE1 | Estonia                           |
| ES1 | Spain                             |
| FI1 | Finland                           |
| FR1 | France                            |
| GR1 | Greece                            |
| HR1 | Croatia                           |
| HU1 | Hungary                           |
| IE  | Ireland                           |
| IS1 | Iceland                           |
| IT2 | Italy                             |
| LI1 | Liechtenstein                     |
| LT1 | Lithuania                         |
| LU1 | Luxembourg                        |
| LV1 | Latvia                            |
| MT1 | Malta                             |
| NL1 | Netherlands                       |
| NO1 | Norway                            |
| PL1 | Poland                            |
| PT1 | Portugal                          |
| RO1 | Romania                           |
| SE1 | Sweden                            |
| SI1 | Slovenia                          |
| SK1 | Slovakia                          |
| TR1 | Turkey                            |
| GB1 | United Kingdom                    |



Education and Culture DG

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B. Languages

|                 |
|-----------------|
| BG - Bulgarian  |
| CS - Czech      |
| DA - Danish     |
| DE - German     |
| EN - English    |
| ET - Estonian   |
| FI - Finnish    |
| FR - French     |
| GA - Irish      |
| EL - Greek      |
| HU - Hungarian  |
| IT - Italian    |
| LV - Latvian    |
| LT - Lithuanian |
| MT - Maltese    |
| NL - Dutch      |
| PL - Polish     |
| PT - Portuguese |
| RO - Romanian   |
| SK - Slovak     |
| SL - Slovenian  |
| ES - Spanish    |
| SV - Swedish    |

C. Type of organisation

|   |
|---|
| ASC-ADLear – Adult learners association   |
| ASC-LCA – Local community association   |
| ASC-PAR – Parents' Association  |
| ASC-PUP – Pupils' Association   |
| ASC-RESEUI – Association of professors and researchers specialising in European Integration |
| ASC-SCH – Schools association   |
| ASC-STD – Students Association  |
| ASC-TCH – Teachers Association  |
| ASC-TRNee – Trainee Association   |
| CONS-CNST - Consultancy   |
| CONS-CSLL - Counselling   |
| CONS-GUID – Centre for vocational training and guidance                                     |

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|   |
|---|
| CONS-INF – Body providing guidance and information on Lifelong Learning |
| EDU-ADLT – Adult education provider                                     |
| EDU-COMP – Company training department                                  |
| EDU-HE – Non-university higher education                                |
| EDU-HEIVoc – Vocational training institute tertiary level               |
| EDU-InISrvTr – Institution for In-Service Teacher Training              |
| EDU-InTTr – Institution for Initial Teacher Training                    |
| EDU-LIB - Library   |
| EDU-SCHArt – Secondary art education                                    |
| EDU-SCHNur – Pre-primary school   |
| EDU-SCHPrm – Primary school   |
| EDU-SCHSec – General secondary school                                   |
| EDU-SCHVoc – Vocational or technical secondary school                   |
| EDU-SpNeed – Establishment for learners/ pupils with special needs      |
| EDU-UNIV – University or higher education institution                   |
| EDU-VET – Vocational training centre or organisation                    |
| ENT-BC – Broadcasting company   |
| ENT-ChCom – Chambers of Commerce  |
| ENT-CHCrft – Chambers of Craft  |
| ENT-CHInd – Chambers of Industry  |
| ENT-COMPser – Company (Services)  |
| ENT-FIN – Financing body  |
| ENT-Large – Large enterprise (> 500 employees)                          |
| ENT-PBL - Publisher   |
| ENT-Profss – Professional associations                                  |
| ENT-SME – Small and medium sized enterprises                            |
| ENT-TRD – Trade organisation  |
| ENT-UNION – Social partners (e.g. trade unions)                         |
| NFP-ASC – Non-profit association  |
| NFP-CULT – Cultural association (e.g. museum, art gallery)              |
| NFP-FND - Foundation  |
| NFG-NET – European Network  |
| NFP-NGO – Non-profit non-governmental organisation                      |
| NFP-VOL – Non-profit organisation active in the field of voluntary work |
| OTH - Other   |
| PUB-COMP – Public company   |
| PUB-HSP - Hospital  |
| PUB-LOC – Public authority (local)                                      |

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|  |
|--|
| PUB-MUS - Museum   |
| PUB-NYC – National Youth Council                         |
| PUB-REG – Public authority (regional)                    |
| PUB-NAT – Public authority (national)                    |
| RES-HE – Higher education research centres               |
| RES-NFP – Non-profit research institutions               |
| RES-PRV – Private research centres                       |
| RES-PUB – Public research centres (not higher education) |

D. Topics

|  |
|--|
| TOPIC-1 - Active citizenship   |
| TOPIC-2 - Addressing target group with special needs   |
| TOPIC-3 - Artistic education (also including Arts, Crafts and Music)                                 |
| TOPIC-4 - Assessment, certification, valuing learning  |
| TOPIC-5 - Basic skills   |
| TOPIC-7 - Combating failure in education   |
| TOPIC-8 - Comparing educational systems  |
| TOPIC-9 - Consumer education   |
| TOPIC-10 - Cultural heritage   |
| TOPIC-11 - Development of training courses   |
| TOPIC-12 - Education of specific target groups (children of occupational travellers, migrants, Roma) |
| TOPIC-14 – Educational institution management  |
| TOPIC-15 – Environment/ sustainable development  |
| TOPIC-16 – Ethics, religions, philosophy   |
| TOPIC-17 – European citizenship and European Dimension   |
| TOPIC-18 – European Project management   |
| TOPIC-19 – Family/ parent education  |
| TOPIC-20 – Fight against racism and xenophobia   |
| TOPIC-21 – Foreign language teaching and learning  |
| TOPIC-22 – Gender issues, equal opportunities  |
| TOPIC-23 – Career guidance & counselling   |
| TOPIC-24 – Health education  |
| TOPIC-25 –New technologies, ICT  |
| TOPIC-26 – Inclusive approaches  |
| TOPIC-27 – Intercultural education   |
| TOPIC-28 – Intergenerational learning/learning in later life/senior citizens                         |
| TOPIC-29 – Learning about European countries   |
| TOPIC-30 –Learning opportunities for people at the risk of social marginalisation                    |

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|  |
|--|
| TOPIC-31 – Physical education and sports                                   |
| TOPIC-34a – Methods to increase pupil motivation                           |
| TOPIC -34b – Methods to increase students motivation                       |
| TOPIC-35 - Other   |
| TOPIC-36 – Pedagogy and didactics  |
| TOPIC-37 – History and social science                                      |
| TOPIC-38 – Pedagogy of environmental pedagogy                              |
| TOPIC-39 – Media and communication   |
| TOPIC-40 – Pedagogy for less widely taught and less used languages (LWULT) |
| TOPIC-41 – Mathematics   |
| TOPIC-42 – Natural sciences  |
| TOPIC-43 – Pedagogy of science and technology                              |
| TOPIC-44 – Pedagogy of special needs education                             |
| TOPIC-47 – Quality and evaluation of education                             |
| TOPIC-48 – Quality assurance strategies/ indicators and benchmarks         |
| TOPIC-49a – Raising pupils achievements                                    |
| TOPIC-49b – Raising students achievements                                  |
| TOPIC-50 – Regional identity   |
| TOPIC-51 – School cooperation with local community                         |
| TOPIC-52 – School management, school autonomy                              |
| TOPIC-53 – Second chance education   |
| TOPIC-54 – Social integration/ exclusion                                   |
| TOPIC-56 – Strategies for learning communities                             |
| TOPIC-57 – Strategies for stimulating demand for learning                  |
| TOPIC-59 – Training for inspectors   |
| TOPIC-60 – Violence at school – peace education                            |
| TOPIC-61 - Volunteering  |
| TOPIC-63 – Development of common training contents and concepts            |
| TOPIC-64 – Economics, business, industry and commerce                      |
| TOPIC-65 – Geography   |
| TOPIC-68 – Recognition of non-formal and informal learning                 |
| TOPIC-69 – Reinforcing links between education and working life            |
| TOPIC-71 – Vocationally oriented language learning (VOLL)                  |

**E. Mobility action types**

|  |
|--|
| COM-4M-S (minimum 4 mobilities) – short distance |
| COM-4M-L (minimum 4 mobilities) – long distance  |
| COM-8M-S (minimum 8 mobilities) – short distance |



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|  |
|--|
| COM-8M-L (minimum 8 mobilities) – long distance    |
| COM-12M-S (minimum 12 mobilities) – short distance |
| COM-12M-L (minimum 12 mobilities) – long distance  |
| COM-24M-S (minimum 24 mobilities) – short distance |
| COM-24M-L (minimum 24 mobilities) – long distance  |

F. National lump sum amounts

| Country of participating organisation | COM-4M   |         | COM-8M   |         | COM-12M  |         | COM-24M  |         |
|---------------------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
|                                       | ≤ 300 km | >300 km | ≤ 300 km | >300 km | ≤ 300 km | >300 km | ≤ 300 km | >300 km |
| BE(fr)- Belgique                      | 2.000    | 3.600   | 4.000    | 7.200   | 5.000    | 10.000  | 10.000   | 20.000  |
| BE(nl) – België                       | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| BE(de) – Belgien                      | 1.600    | 4.000   | 3.200    | 8.000   | 4.000    | 10.000  | 8.000    | 20.000  |
| BG- Balgarija                         | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| CH - Switzerland                      | 2000     | 3000    | 4000     | 6000    | 5000     | 8000    | 9000     | 16000   |
| CZ – Česká republika                  | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 9000     | 18000   |
| DK – Danemark                         | 1.600    | 3.000   | 3.000    | 6.500   | 5.000    | 10.000  | 10.000   | 19.000  |
| DE – Deutschland                      | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| GR – Ellas                            | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| EE – Eesti                            | 1.600    | 3.000   | 3.200    | 6.000   | 4.800    | 9.000   | 9.600    | 18.000  |
| ES- España                            | 1.800    | 3.200   | 3.600    | 6.400   | 4.500    | 9.000   | 9.000    | 18.000  |
| FR – France                           | 1.500    | 3.000   | 2.500    | 5.000   | 4.000    | 8.000   | 10.000   | 20.000  |
| IE – Eire / Ireland                   | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 18.000  |
| IT – Italia                           | 2.000    | 3.000   | 4.000    | 6.000   | 5.000    | 7.500   | 10.000   | 15.000  |
| CY – Kypros                           | NA       | 4.000   | NA       | 8.000   | NA       | 10.000  | NA       | 20.000  |
| LV – Latvija                          | 2.000    | 3.200   | 4.000    | 6.400   | 5.000    | 9.600   | 10.000   | 19.200  |
| LT - Lietuva                          | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| LUX – Luxembourg                      | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| HR - Croatia                          | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| HU – Magyarország                     | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| MT – Malta                            | NA       | 3.600   | NA       | 7.300   | NA       | 9.500   | NA       | 19.000  |
| NL – Nederland                        | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| AT – Österreich                       | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| PL – Polska                           | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| PT – Portugal                         | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| RO – Romania                          | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| SI – Slovenia                         | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| SK – Slovenská republika              | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| FIN – Suomi / Finland                 | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| SE – Sverige                          | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| UK- United Kingdom                    | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| IS – Island                           | NA       | 4.000   | NA       | 8.000   | NA       | 10.000  | NA       | 20.000  |
| LI – Liechtenstein                    | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| NO – Norge                            | 2.000    | 4.000   | 4.000    | 8.000   | 5.000    | 10.000  | 10.000   | 20.000  |
| TR – Türkiye                          | 1.800    | 3.600   | 3.600    | 7.200   | 4.500    | 9.000   | 9.000    | 18.000  |