

Model Comenius Partnership Application



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Bill Brodie

Adviser

15th October 2010



Education and Culture DG

Lifelong Learning Programme

Application Form

Call: 2010

Partnerships

Form version: 1.7 / Adobe Reader version used: 8.205

A. GENERAL INFORMATION

Before completing this application form, please read the relevant sections in the 2010 Call for Proposals published by the European Commission and by your National Agency and the Lifelong Learning Programme Guide for 2010 which contain additional information e.g. the specific priorities for that year. Links to these documents and further information can be found on the Lifelong Learning Programme website:

http://ec.europa.eu/education/llp/doc848_en.htm

and on your National Agency website, whose address is available upon selecting the National Agency in section C.


In accordance with standard European Commission practice, the information provided in your application form may be used by the Commission to evaluate the Lifelong Learning Programme. The relevant data protection regulations will be respected.

B. SUBMISSION

B.1. CONTEXT

Programme	LIFELONG LEARNING PROGRAMME
Sub-programme	COMENIUS
Action type	PARTNERSHIPS
Action	COMENIUS Multilateral school partnerships
Deadline	19-02-2010
Working language of the partnership	EN - English

B.2. PROJECT IDENTIFIERS

Project title	Preparing for the World of Work: Tomorrow's Entrepreneurs
Project acronym	Preparing for the World of Work: Tomorrow's Entrepreneurs
Form hash code	 A58C40E130534EAC



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B.3. NATIONAL AGENCIES

The information about the National Agencies will appear in this section once they are selected in section C.

B.3.1. NATIONAL AGENCY OF PARTNER 1

Identification	UK1 LLP-Com-Era (BRITISH COUNCIL)
Postal address	Comenius Applications British Council 10 Spring Gardens London SW1A 2BN
Email address	Comenius.Applications@britishcouncil.org
Helpdesk	Comenius@britishcouncil.org
Website	www.britishcouncil.org/comenius

B.3.2. NATIONAL AGENCY OF PARTNER 2

Identification	DE3 LLP-Com-SV (PAD)
Postal address	Pädagogischer Austauschdienst der KMK (PAD) Nationale Agentur für EU-Programme im Schulbereich Nassestraße 8 53113 Bonn
Email address	comenius@kmk.org
Helpdesk	comenius-helpdesk@kmk.org +49 228 501 244
Website	http://www.kmk-pad.org

B.3.3. NATIONAL AGENCY OF PARTNER 3

Identification	ES1 LLP (OAPEE)
Postal address	Organismo Autónomo Programas Educativos Europeos Paseo del Prado, 28 1ª planta 28014 Madrid
Email address	informatica@oapee.es
Helpdesk	informatica@oapee.es
Website	http://www.oapee.es



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C. APPLICANT ORGANISATIONS

C.1. COORDINATOR

Partner nr

C.1.1. ORGANISATION

National Agency identification	UK1 LLP-Com-Era (BRITISH COUNCIL)
Organisation full legal name (national language)	Ballycracken College
Organisation full legal name (latin characters)	Ballycracken College
National id	123947209870875
Type of organisation	General secondary school (EDU-SCHSec)
Commercial orientation	Not for Profit (NP)
Scope	local (L)
Legal status	public (PB)
Size (staff)	staff 51 to 250
Size (pupils)	501 to 2.000
Legal address	Parkview Avenue
Postal code	BT43 6FS
City	Ballycracken
Country	UK - UNITED KINGDOM
Region	UKNO - Northern Ireland
Telephone 1	+44 28 965674873
Telephone 2	
Fax	+44 28 965674874
Email	info@ballycrackencollege.com
Website	www.ballycrackenhomepage.com



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C.1.2. CONTACT PERSON OF PARTNER NO. 1

Title	Mr
First name	James
Family name	Harview
Department	Careers
Position	Head of Department/ European Coordinator
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+44 28 965674873
Telephone 2	
Mobile	+44 07780 323 456
Fax	
Email	jimmy_H@yahoo.com



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C.1.3. LEGAL REPRESENTATIVE OF PARTNER NO. 1

Title	Miss
First name	Sinead
Family name	O'Mullan
Organisation	Ballycracken College
Department	N/A
Position	Principal
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+44 28 965674873
Telephone 2	
Fax	
Email	info@ballycrackencollege.bt.net



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C.1.4. DESCRIPTION OF PARTNER NO. 1

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

We are a new Secondary School in a suburban area with a growing, mixed-community population. Although many of our pupils have the opportunity to go abroad (on holiday) we feel it is very important for pupils in this mixed community to begin to see themselves as citizens of tomorrow's Europe, and to see Northern Ireland in the wider context of diversity within a common European heritage.

We look forward to coordinating this project, working with a range of partner schools in order to enhance lifelong learning skills that will contribute to pupils' employability in the increasingly mobile Europe of the 21st Century. We will provide a leadership role as project coordinator within our partnership cluster; take part in all project visits; and coordinate the monitoring, evaluation and reporting processes associated with this project.

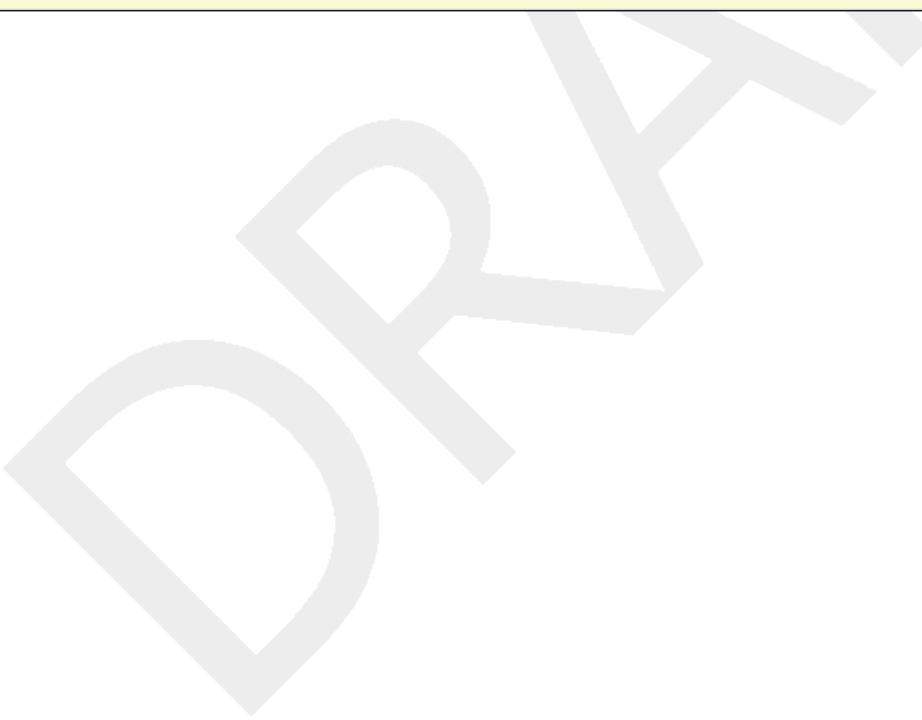
C.1.5. PREVIOUS PROJECTS OF PARTNER NO. 1

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

No

Is the organisation's involvement in this partnership application the result of:

[Empty text box for response]





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C.2. PARTNER

Partner nr

2

C.2.1. ORGANISATION

National Agency identification

DE3 LLP-Com-SV (PAD)

Organisation full legal name (national language)

Johann von Goethe Gesamtschule

Organisation full legal name (latin characters)

Johann von Goethe Gesamtschule

National id

Type of organisation

General secondary school (EDU-SCHSec)

Commercial orientation

Not for Profit (NP)

Scope

local (L)

Legal status

private (PR)

Size (staff)

staff 21 to 50

Size (pupils)

251 to 500

Legal address

Baumallee 25

Postal code

3578

City

Brandenburg-Rehbruecke

Country

DE - GERMANY

Region

DE4 - BRANDENBURG

Telephone 1

+49 356 76895

Telephone 2

Fax

+49 356 43678274

Email

jvgGesamtschule@t.online.de

Website

neuGoethe@t.online.de



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C.2.2. CONTACT PERSON OF PARTNER NO. 2

Title	Frau
First name	Marion
Family name	Zscoche
Department	Fremdsprachen
Position	Abteilungsleiterin with special responsibliity for English)
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+49 356 76895
Telephone 2	
Mobile	
Fax	
Email	marionzscoche@t.online.de



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C.2.3. LEGAL REPRESENTATIVE OF PARTNER NO. 2

Title	Frau
First name	Kerstin
Family name	Baumler
Organisation	Johann von Goethe Gesamtschule
Department	N/A
Position	Direktorin (Principal)
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+49 356 76895
Telephone 2	
Fax	+49 356 43678274
Email	kbaumler@gmx.net



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C.2.4. DESCRIPTION OF PARTNER NO. 2

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

We are an urban school in Brandenburg. Industry was formerly strong in our region but since the fall of the Wall our population has faced serious economic and social pressures. Our pupils are well-motivated and high-achieving but it is a central policy in our school that pupils must develop good knowledge of foreign languages, linked with key competences for employability such as ICT skills, creativity and team-work, in order to increase their chances of finding good jobs in the future. We are delighted at the opportunity to work on the theme of employability in partnership with schools in anglophone and hispanic contexts. We have just begun to develop ICT as a core aspect of curricular delivery and we are sure that this project will enable pupils to develop good communication skills by interacting creatively with partners across Europe. We hope to involve a number of class representatives in mobilities along with staff. We will also be very happy to host project visits.

C.2.5. PREVIOUS PROJECTS OF PARTNER NO. 2

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme? Yes

If yes, please indicate activities funded in the last five years

Table with 4 columns: Start year, Type of action, Agreement number, Title of the project. Row 1: 2007, Comenius Multilateral, De-COM 348976987645, Where are we in Europe?

+ -

Is the organisation's involvement in this partnership application the result of:

Preparatory visit to a future partner institution

Grant agreement number

DE 238476238764

C.2.6. COORDINATION TAKE OVER OF PARTNER NO. 2

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



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C.3. PARTNER

Partner nr

3

C.3.1. ORGANISATION

National Agency identification

ES1 LLP (OAPPE)

Organisation full legal name (national language)

IES Nuestra Sra de los Remedios

Organisation full legal name (latin characters)

IES Nuestra Sra de los Remedios

National id

CLM-IES-TOL3487687634

Type of organisation

General secondary school (EDU-SCHSec)

Commercial orientation

Not for Profit (NP)

Scope

local (L)

Legal status

public (PB)

Size (staff)

staff 51 to 250

Size (pupils)

501 to 2.000

Legal address

C/Vistabuena s/n

Postal code

19200

City

Toledo

Country

ES - SPAIN

Region

ES42 - Castilla-La Mancha

Telephone 1

+34 925286287

Telephone 2

+34 680221335 (movil)

Fax

Email

19003562@edu.jccm.es

Website

www.juntadecastillalamancha.es/averroes/centros-tic/19003562



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C.3.2. CONTACT PERSON OF PARTNER NO. 3

Title	Sra
First name	Maria Angeles
Family name	Ruiz Saavedra
Department	Junior School
Position	English coordinator
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+34 925286246
Telephone 2	
Mobile	
Fax	+34 92 52862655
Email	1900345765@edu.jccm.es



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C.3.3. LEGAL REPRESENTATIVE OF PARTNER NO. 3

Title	Sra
First name	Nelia
Family name	Cantos Blanco
Organisation	ISE Nuestra Sra de los Remedios
Department	Whole school
Position	Director
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+34 925286246
Telephone 2	
Fax	+34 92 52862655
Email	neliaCB53@gmail.net



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C.3.4. DESCRIPTION OF PARTNER NO. 3

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

We will be an associate partner, though we are also willing to take over the coordinating role in the project if necessary. We will take part in all project visits (hosting or attending) and contribute fully to the planning, monitoring and evaluation of the project at all stages. Our school faces particular problems of integration, especially with the recent arrival of many new children of migrant workers. It is important for our pupils to develop attitudes of tolerance through an understanding of European diversity and communality. Linked with this, it is important for our pupils to understand that employability is linked with European mobility - and will become increasingly so in tomorrow's world of work. Against a backdrop of worsening local unemployment our pupils must develop skills that will help them find or create new work (ICT, foreign languages and entrepreneurship skills) - and develop a positive attitude to European mobility, equality of opportunity, and integration. We hope that this Comenius project will provide a framework for teachers to further help pupils develop these essential skills and attitudes.

C.3.5. PREVIOUS PROJECTS OF PARTNER NO. 3

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme? Yes

If yes, please indicate activities funded in the last five years

Table with 4 columns: Start year, Type of action, Agreement number, Title of the project. Row 1: 2005, Comenius bi-lateral (language), Com_487683765, Hablando Caminando - Talking and Walking Across Europe

+ -

Is the organisation's involvement in this partnership application the result of:

Preparatory visit to a future partner institution

Grant agreement number

COM VP 2010-349

C.3.6. COORDINATION TAKE OVER OF PARTNER NO. 3

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

ADD PARTNER

DELETE LAST PARTNER



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D. PROJECT DESCRIPTION

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

D.1. SUMMARY

Summary of the planned partnership in the communication language of the project. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise.

Starting in September 2010, this two-year project will involve three schools (Northern Ireland, Spain and Germany) and focus on developing skills, knowledge and attitudes that help prepare pupils for tomorrow's world of work. Using e-mail and video-conferencing, pupils will research and share important background knowledge with their partners about growth and decline in employment, qualification pathways, and employers' views. They will set up simulated mini-companies; develop creative ideas about marketing local products or attractions to foreign visitors; and undertake market research on behalf of their partners. During four project visits across two years, project coordinators and other staff will be joined by pupils representing participating classes and mini-companies. The finale will be a simulated Trade Fair at which pupils will make joint presentations to a wide-ranging audience about their project experiences and creative ideas. It will be relayed via video-conference to audiences in partner countries. Project work will be chronicled and supported on a jointly-managed Web site.

Translation of Summary into English

Starting in September 2010, this two-year project will involve three schools (Northern Ireland, Spain and Germany) and focus on developing skills, knowledge and attitudes that help prepare pupils for tomorrow's world of work. Using e-mail and video-conferencing, pupils will research and share important background knowledge with their partners about growth and decline in employment, qualification pathways, and employers' views. They will set up simulated mini-companies; develop creative ideas about marketing local products or attractions to foreign visitors; and undertake market research on behalf of their partners. During four project visits across two years, project coordinators and other staff will be joined by pupils representing participating classes and mini-companies. The finale will be a simulated Trade Fair at which pupils will make joint presentations to a wide-ranging audience about their project experiences and creative ideas. It will be relayed via video-conference to audiences in partner countries. Project work will be chronicled and supported on a jointly-managed Web site.

D.2. RATIONALE

Please describe the motivation for this project and why this project is needed.

Employability is a core theme in modern education across Europe, one that is growing in importance, especially against the backdrop of the current financial crisis. Under the banner of "lifelong learning", schools are seeking to develop in pupils the knowledge, skills and attitudes to equip them for developing their full potential in tomorrow's society. Within the European context, this puts the spotlight on core competences such as ICT and communication skills (including foreign languages) that help transcend geographic barriers and promote mobility of ideas, goods, services and personnel. Comenius project work gives pupils ideal experience of working and communicating with their counterparts across Europe, constituting unique preparation for tomorrow's world of work. At the same time this project provides a framework for developing other key competences sought after by employers, such as creativity, problem solving and teamwork.

D.3. PROJECT OBJECTIVES AND STRATEGY

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

OBJECTIVES

1. To enable a partnership of European schools to collaborate and develop the theme of employability within their curricular provision.
2. To raise teachers' and pupils' awareness of vocational pathways, challenges and opportunities in partner countries.



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- 3. To promote pupils' uses of ICT in researching and communicating with partners about core issues relating to employability.
- 4. To promote competences essential for lifelong learning: foreign language skills, problem solving, project management, creativity and entrepreneurship.
- 5. To develop an awareness among staff, pupils and the broader local community of similarity and diversity within the framework of shared European citizenship.

SUBJECTS/PROBLEMS

This project focuses squarely on employability which is a key curricular issue, hitherto underdeveloped in many European countries, and suddenly all the more pertinent against the background of current global recession. Linked with this particular issue - as with the longstanding EU aspiration of promoting mobility within Europe - our project will provide an authentic and stimulating framework for use of foreign and mother tongue communication skills, as well as ICT. It will encourage pupil creativity, problem solving, team-work and entrepreneurship, which are essential employability competences.

APPROACHES

Project work will be pupil-centred. They will be allowed free scope in determining which information is relevant and interesting for their partners, and will manage the collation and presentation of this information, via e-mail, website and video-conferencing. Similarly, they will be encouraged to form themselves into simulated mini-companies, take the initiative as to which local goods, services or attractions they wish to market, and develop creative methods of doing so. When these ideas are shared with partners, the latter will undertake detailed and analytical market-research about these ideas and convey results to their counterparts. At the final Trade Fair, pupils will present their experiences, research and ideas to a wide audience including local educationalists, parents and business leaders. The results will be documented on a project Web site. Given the pupil-centred focus of this work, it will be important for a number of pupil representatives to accompany teachers on project visits and take part in planning and monitoring discussions. ICT will play a vital role in the development and presentation of project outcomes.

D.4. RESULTS AND OUTCOMES

Please fill the following table with the expected results, including products if relevant.

No.	Approx. date	Description
1	April 2013	Simulated Trade Fair and video conference
2	June 2013	Finalised Web site showing case study results (pupils' experiences. creative marketing ideas, comparative studies, coordinators' commentary)

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D.5. EUROPEAN ADDED VALUE

What is the added value of your project towards a more intensive European cooperation?

Employability must increasingly be seen in the context of ever greater EU mobility and shared European interests. It is essential therefore for pupils from an early age to begin to learn about their European counterparts and develop positive attitudes towards communicating and working with them. This project provides an ideal opportunity for the development of communication skills and uses of ICT to transcend cultural, linguistic and geographical boundaries within a shared European framework and as such, prepare pupils for working together as European citizens in tomorrow's world of work.

First hand experience of engaging with European partners is a great enrichment within the context of these educational



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aspirations and cannot be adequately substituted for by merely learning about Europe. This is the sort of indispensable experience which the project will provide for our pupils.

D.6. IMPACT

What impact do you expect partnership activities to have on persons (pupils/learners/trainees and staff) and on the participating institutions?

This project will help teachers and pupils broaden their horizons - about European citizenship generally (similarity and differences) as well as employability and mobility issues in particular.

It will help teachers deliver key curricular objectives (employability, ICT, communication skills) in an innovative and stimulating way.

Pupils will gain experience in project management and associated lifelong learning skills such as teamwork and problem solving.

It will promote creativity and a sense of entrepreneurial potential among pupils.

It will help develop a more informed, pro-European ethos within the participating schools and their local community.



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E. PROJECT MAIN FOCUS

E.1. RELEVANCE TOWARDS THE OBJECTIVES OF THE PROGRAMME

Please enter the programme objectives addressed by your project.

- To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States (COM-OpObj-1)
- 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)
- To encourage the learning of modern foreign languages (COM-OpObj-3)
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (COM-OpObj-4)
- To enhance the quality and European dimension of teacher training (COM-OpObj-5)
- To support improvements in pedagogical approaches and school management (COM-OpObj-6)

Describe the relevance of the project in your context (national and/or regional or other) and in the context of the programme objectives chosen by you.

The current economic crisis (European and global) makes it more important than ever to promote the theme of employability within the curriculum. This is the focus of our project.

At the same time, the increasing opportunities for mobility within the EU emphasise the need for education to inculcate skills, attitudes and competences within pupils that dispose and equip them to engage with their counterparts using foreign language, mother tongue and ICT skills. This project provides an authentic and stimulating framework for developing the confidence and the interest to begin these processes at an early age.

E.2. TOPICS

Please list the main thematic area(s) of your partnership (max. 3) or complete under "other" if it is missing from the list.

Foreign language teaching and learning

Reinforcing links between education and working life

New technologies, ICT

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E.3. EDUCATIONAL/TRAINING FIELDS

Please list the main educational and/or training field(s) (max. 3) in which partnership activities will be implemented.

Foreign language

New technologies

Vocational subjects

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-

E.4. KEY COMPETENCES

Please enter the key competences addressed by your project.

Communication in foreign languages

Communication in the mother tongue

Digital competence

Cultural awareness and expression

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-



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E.5. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your project.

- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia
- Cultural and linguistic diversity
- Fight against racism and xenophobia
- Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training
- Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation
- Equal opportunities men and women
- Sexual discrimination, orientation
- Racial or ethnic origin
- Age



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F. PROJECT IMPLEMENTATION

F.1. DISTRIBUTION OF TASKS

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

School 1 (N Ireland) will assume the role of coordinator and facilitate effective communication among all project coordinators, including monitoring of progress towards objectives and adherence to agreed action plan schedules. It will host two project meetings (first and last) including a simulated Trade Fair involving pupil presentations of entrepreneurial ideas. It will take part in two other project meetings and facilitate video conferencing, including transmission of "Trade fair" presentations via Web streaming to audiences in partner countries. It will collate final project evaluations and produce a summative report.

Partners 2 and 3 will be associate partners who will send teacher and pupil representative to all project meetings and host one of these events each. They will contribute fully to communications between meetings, and to ongoing monitoring and evaluation of the project, including contributions to the final report and Web site case studies.

In each school, pupils in a number of classes will take part in topic-specific research of their own choosing and share findings with foreign partners via e-mail and video conferencing (once per term). They will form themselves into simulated mini-companies with elected management roles, undertake market research for partners, and develop a range of entrepreneurial ideas for final presentation.

In Schools 2 and 3, pupils will need to use relatively advanced levels of linguistic competence in L2, whereas for pupils in School 1 it will be mother-tongue communication skills which will be developed.

School 2 will undertake to develop and manage the project Website on behalf of all the partners, though staff and pupils from all schools will contribute regularly to this site.

F.2. COOPERATION AND COMMUNICATION

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

Four project meetings will be the opportunity for participating staff to monitor progress and fine-tune planning. Pupil representatives will also present their progress reports at these meetings.

Between meetings, communications among staff and among pupils will be supported via e-mail, and once per term via video-conferencing.

Teachers will act as facilitators in each partner institution. Pupils will be allowed freedom to choose research topics, agree ways of presenting information, elect to key roles within mini-companies, devise creative ideas for marketing local goods and services, vote on the best ideas, take these forward to project meetings and to the simulated trade fair.

Communications among pupils - internally and with their partners - will therefore be crucial to the success of operations.

Teachers will play an especially important role in monitoring the effectiveness and suitability of progress in this respect. Any problems will be addressed jointly by staff and pupils at project meetings.

Each mini-company will elect a secretary and a publicity officer who will ensure that progress and outcomes are logged on the Website and disseminated through school bulletins and by local press.



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F.3. PARTICIPANTS' INVOLVEMENT

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

And/or

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

See F2 above. Project work will be predominantly pupil-centred and allow maximum student involvement in all decision making (e.g. selection of information to be researched, development of entrepreneurial ideas, mini-company structure and elections). Pupil representatives will be present at project meetings to discuss progress and address issues arising. They will provide the main input to the project Website and undertake the key presentations during the project finale (simulated Trade Fair). Their final evaluations and reports on their experiences will constitute the main substance of the case studies published on the Website. These in turn will contribute significantly to the production of a final report by coordinating staff.

F.4. INTEGRATION INTO ONGOING ACTIVITIES

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

And/or

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

In Schools 2 and 3 pupils will get first-hand experience of using foreign language skills (especially English) to liaise with international partners and in School 1 pupils will develop general communication skills in their mother tongue. These subject areas and core skills are at the heart of the curriculum in the respective partner countries.

Similarly ICT is a core area in all European curriculums. This project will provide pupils with authentic opportunities for researching information on the Internet and engaging with partners via e-mail and video-conferencing. In the development of a joint Website and in their final presentations to the public they will gain an opportunity to sharpen their skills in using Powerpoints and multi-media resources.

In Spain and in the UK there is a strong move away from rote-learning towards the development of genuine lifelong learning competences such as creativity, problem solving, self management, and teamwork. This project will provide an ideal framework for two years of stimulating work which will contribute directly to these aims.

In Germany the dimension of vocational preparation in education has been long-established and is widely acknowledged to be successful. This project will dovetail well into their curricular aims. In the UK this is still a developing area. The project will help teachers manage this new dimension in a stimulating way. In all three countries the project can help teachers address the core issue of careers prospects, which has been brought more sharply into focus than ever by the current economic crisis.

In view of the different but overlapping needs in the partner countries, it is expected that teachers from a variety of subjects - depending on the curricular structure and the respective national priorities - will take a lead in facilitating project work across a range of classes (English, ICT, Careers, Business Studies, Employability).



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F.5. EVALUATION

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

At each project meeting, the coordinator will remind the group of the project aims. Discussions will take place under each heading as to how much progress has been achieved. Any obstacles will be addressed and future action fine-tuned on this basis.

Similarly, project aims will be displayed on walls for each participating classroom group and pupils will be encouraged to engage in regular reviews, and pass on interim reports (once per term) to coordinating staff.

Pupils will then assist in the review of progress during project meetings and in collating case study material for the Website and final presentations.

A wide-ranging audience during the finale (Trade Fair) will be asked to complete a questionnaire about their perceived impact of the pupils' work.

Pupils will be given a questionnaire at the start of the project to establish baseline knowledge and attitudes relevant to each agreed aim. At the end, they will be asked for a qualitative self-assessment of their learning in the light of their earlier responses. Summative results will be published in the Website. Coordinating teachers will then give their final commentary on these outcomes and their evaluations will be collated and published (by Partner 1) as part of the Case Study.

F.6. DISSEMINATION AND THE USE OF RESULTS

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

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

Research about employment issues conducted by pupil groups will be shared with their partners via e-mail, video conferences and the Website. Collated reports and final case study material will be used by teachers of relevant subjects beyond the project term, as they teach on related issues in subsequent years. This will be encouraged in the partner schools. But case study material will also be made widely available to other schools in the partner countries via Web links on respective Education Authority sites. The Trade Fair finale will also have a disseminating impact within the wider local community (business, parents, educationalist) and journalists will be invited to provide local media coverage of the project outcomes.



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G. PARTICIPANTS AND ACTIVITIES

G.1. PARTICIPANTS

Please enter the details about the number of participants involved (persons taking part in partnership activities, both local activities and/or mobility) in the partnership in each of the participating organisations.

No.	Participating organisation	Total number of pupils/ learners/trainees A	Number of teachers/ trainers/staff B	Total of participants A + B
1	Ballycracken College	150	10	160
2	Johann von Goethe Gesamtschule	120	8	128
3	IES Nuestra Sra de los Remedios	100	15	115

G.2. WORK PROGRAMME

Please summarise in the table below the planned partnership activities and mobilities for all institutions in the partnership. Please present the activities for the 2-year lifetime of the partnership in a chronological order. The eligibility period of activities starts on 1 August 2010 and ends on 31 July 2012.

Please note that mobility activities can only take place between organisations receiving funding to participate in the partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks. Mobility can be undertaken by staff and pupils/learners/trainees of the participating institutions and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

No.	Activity / mobility description	Destination country (for mobilities only)	Approx. start date	Partners involved	
1	Project visit	ES - SPAIN	5th October 2011	All	-
2	Project visit	UK - UNITED KINGDOM	3rd Feb 2012	All	-
3	Project visit	DE - GERMANY	5th May 2012	All	-
4	Project visit	DE - GERMANY	19th Sept 2012	All	-
5	Project visit	ES - SPAIN	7th Jan 2013	All	-
6	Project visit	DE - GERMANY	27 May 2013	All	-

+

**H. REQUESTED EU FUNDING****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. Please note that each 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 planned pupil/learner/trainee and staff mobility into the table. The grant 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 note: if an institution's mobility activities involve staff or pupils/learners/trainees with special needs, or travel to or from the Overseas Countries and Territories, its mobility activities during the partnership period may be reduced by up to 50% of the minimum mobility number for the grant amount in question, in order to take into account the higher costs involved. This reduction must be requested by the institution either before the signature of the grant agreement or during the grant agreement period and approved by the National Agency.

No.	Participating organisation	National Agency of the organisation	Partnership type	No. of planned outgoing mobilities (pupils/learners/trainees)	No. of planned outgoing mobilities (staff - including accompanying persons)	Total no. of planned outgoing mobilities	Grant amount requested (€)
1	Ballycracken College	UK1 LLP-Com-Er	COM-24M	16	8	24	22 000.00 €
2	Johann von Goethe Gesamtschule	DE3 LLP-Com-SV	COM-24M	13	9	22	20 000.00 €
3	IES Nuestra Sra de los Remedios	ES1 LLP (OAPEE)	COM-24M	18	10	28	20 000.00 €



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I. CHECKLIST

Before sending in your application form to the National Agency, please make sure that it fulfils the requirements listed below.

- The application form fulfils all the eligibility criteria for this activity as set out in the Call for Proposals.
- The application form fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- The form has been completed jointly by the whole partnership and all partners have received a copy.
- All relevant fields in the form have been completed in full.
- The Work Programme contains planned mobility activities of each institution in the partnership and the requested EU funding table contains grant requests in euro for each partner.
- The form has been completed using the communication language of the partnership (this must be one of the official languages of the EU).
- The partnership consists of organisations located in at least three of the countries participating in the Lifelong Learning Programme. The eligible countries are the 27 Member States of the European Union, Norway, Liechtenstein, Iceland, Turkey, Croatia and former Yugoslav Republic of Macedonia.
- At least one participating organisation is located in a Member State of the European Union at the starting date of the partnership.
- Each participating organisation has checked with the National Agency in its country that it is eligible to participate in a Comenius/Leonardo/Grundtvig Partnership.
- The copy submitted to each National Agency bears the original signature of the person authorised to enter into legally binding commitments on behalf of the applicant organisation concerned (or a person duly authorised by the legal representative) as well as the original stamp of this institution (if applicable).
- Each participating organisation has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.
- Each participating organisation has checked with its National Agency whether there are any national eligibility criteria and/or national priorities and whether the National Agency requires any additional information to be submitted in support of the application.
- Applicants from Croatia and the former Yugoslav Republic of Macedonia are eligible only as partner, but not as coordinator of a partnership.

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



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J. DATA PROTECTION NOTICE

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 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 anytime.

http://www.edps.europa.eu/00_home.htm

K. DECLARATION OF HONOUR

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

I, the undersigned,

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

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- 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.

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.



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L. SUBMISSION

L.1. DATA VALIDATION

Validation of compulsory fields and rules

L.2. STANDARD SUBMISSION PROCEDURE

Online submission (requires internet connection)

Print the application form

L.3. ALTERNATIVE SUBMISSION PROCEDURE

Creates a file to be sent by email to the National Agency

(To be used ONLY if online submission is not available. Please see instructions about this procedure in the "Applicant Guide")

M. SIGNATURE

SIGNATURE

I, the undersigned, certify that the information contained in this Application Form is correct to the best of my knowledge.

Institution (Full legal name): _____

Place: _____ Date: _____

Name: _____

Position: _____

Name of the applicant organisation: _____

Signature: _____

National ID number of the signing person (if requested by the NA): _____

Stamp (if applicable): _____