

PU Erasmus+ Day

It all starts here.

International Projects Office

Prof. Omar R. Daoud

Erasmus+

Enriching lives, opening minds



New Erasmus+programme (2021-2027) - Horizontalpriorities

- ▶ Inclusion and Diversity:

Reaching out to all participants and fostering inclusive approaches for mobility and cooperation activities.

- ▶ Green:

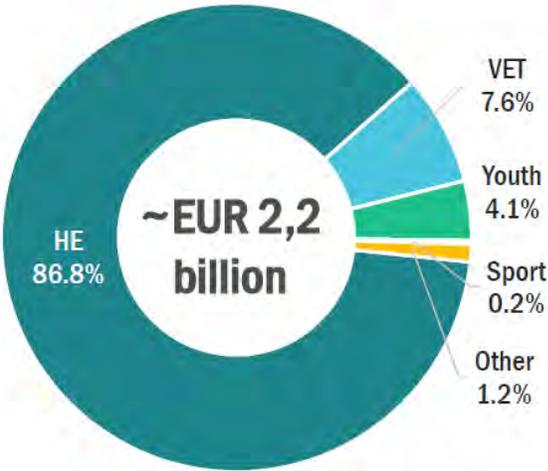
Building up knowledge on sustainability and climate action and promote the use of green travel

- ▶ Digital:

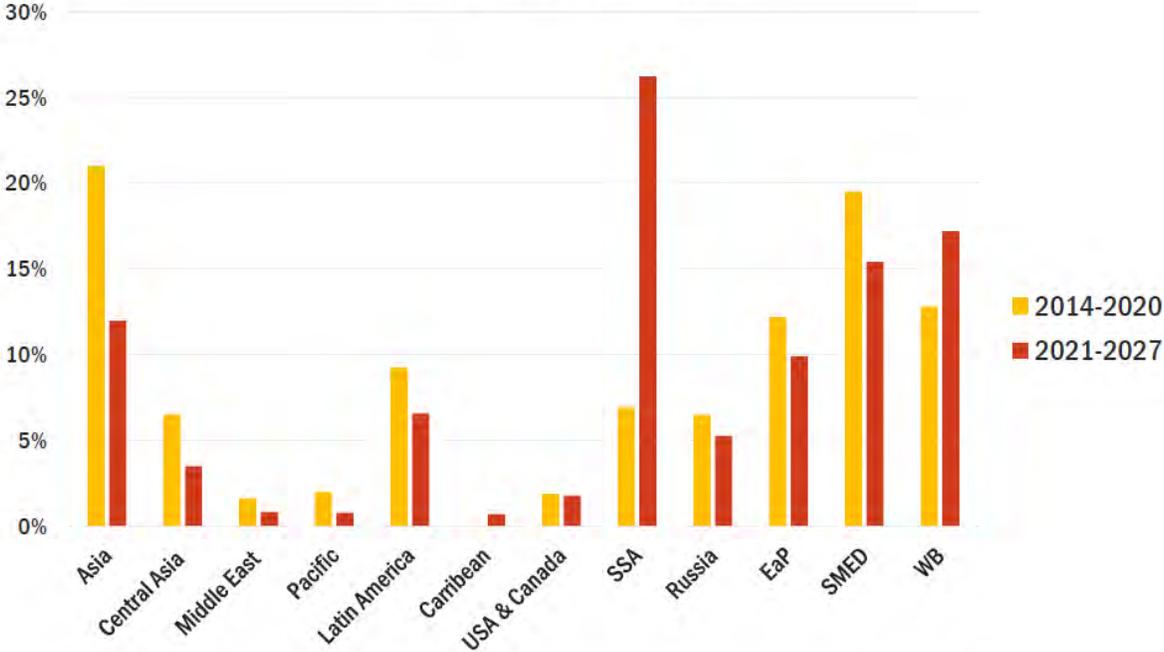
Developing accessible and high quality digital learning and foster digital capacities

International dimension of Erasmus+: Funding

International actions budget (H6) per sector 2021-2027



H6 Budget per region



Overview of main actions

- ▶ International Credit Mobility (ICM)
- ▶ Erasmus Mundus Joint Masters (EMJM)
- ▶ Capacity Building in Higher Education (CBHE)
- ▶ Learning Mobility in the field of Youth
- ▶ Capacity Building in Youth (CB Youth)
- ▶ Capacity Building in VET (CB VET)
- ▶ Erasmus+ Virtual Exchanges (EVE)
- ▶ eTwinning
- ▶ Jean Monnet Activities

Other actions open too when bringing essential value added to projects!

International Credit Mobility (ICM):

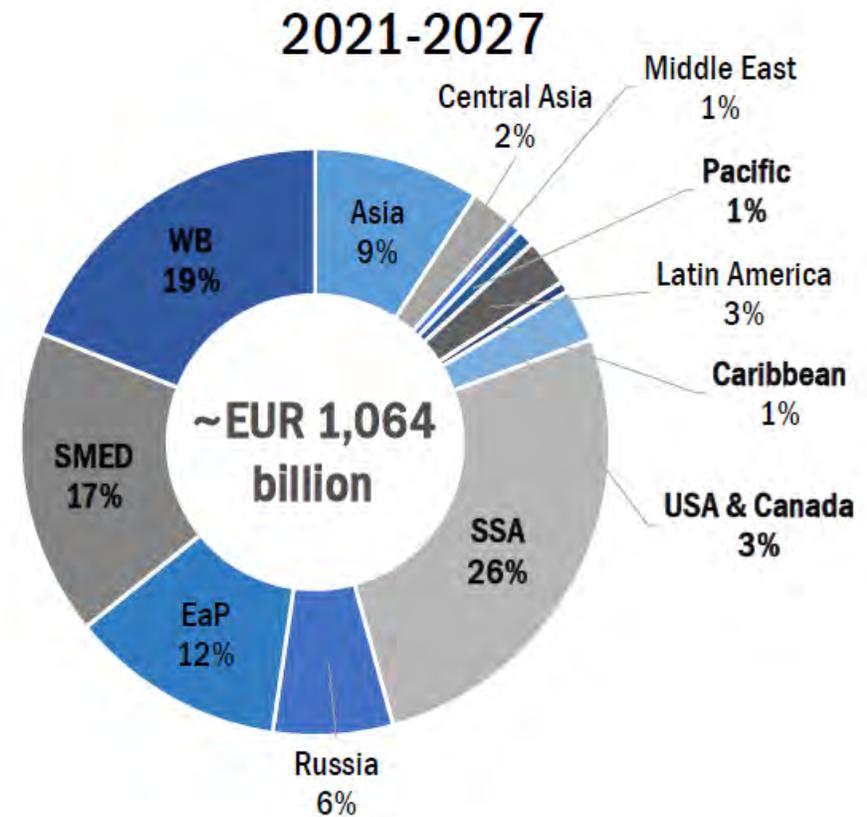
- ▶ International Credit Mobility projects:
 - ▶ Replaces Action 2 of Erasmus Mundus
 - ▶ No longer relevant to differentiate between intra-EU and international mobility
 - ▶ Full streamlining of calendar and procedures, management by National Agencies (Note: international mobility launched later)
 - ▶ Use of same quality instruments. Principles of the Charter will apply.
 - ▶ Mobility flows based on inter-institutional agreements
 - ▶ Doctoral level and staff mobilities at all disciplines
 - ▶ From 2 to 12 months for studies and/or traineeship
 - ▶ Blended mobility - (physical mobility 5-30days + virtual component)
 - ▶ For staff - from 2 days to 2 months
 - ▶ Level of grants adapted to international mobility
- ▶ EU external policy priorities apply
- ▶ HEIs to apply for:
 - ▶ Sending and receiving mobility to/from nonassociated/partner countries
 - ▶ Individually or within a consortium

Mobility for Higher Education Students and Staff

- ▶ Students:
 - ▶ Study
 - ▶ Traineeship (organization, laboratory, research institute)
 - ▶ Both
- ▶ Staff:
 - ▶ Teaching
 - ▶ Training (job shadowing, courses, etc.)
 - ▶ Research

Mobility for Higher Education Students and Staff

- ▶ Getting involved
 - ▶ Grant Agreement
 - ▶ Inter-Institutional Agreement
 - ▶ Learning and Mobility Agreements
- ▶ ICM in the new Erasmus+ program: budget



Mobility for Higher Education Students and Staff

Action	PARTICIPATION of third countries not associated to the programme	APPLICANTS from third countries not associated to the programme	Eligible Regions	Funded by
Key action 1 – Learning Mobility of individuals				
Mobility project for higher education students and staff (“Erasmus”)	✓1	✗	All regions	Erasmus+
Mobility project for higher education with partner countries (“ICM”)	✓	✗	1-2-3-4-5-6-7-8-9-10-11-12	External instruments
Mobility for learners and staff in VET	✓2	✗	All regions	Erasmus+
Mobility of pupils and staff in school education	✗	✗	✗	Erasmus+
Mobility of staff in adult education	✗	✗	✗	Erasmus+
Mobility of young people ‘Youth exchanges’	✓	✗	1-2-3-4	Erasmus+
Mobility projects for Youth workers	✓	✗	1-2-3-4	Erasmus+
Youth participation activities	✓	✗	1-2-3-4	Erasmus+
DiscoverEU Inclusion action	✗	✗	✗	Erasmus+
Virtual exchanges in higher education and youth	✓	✓	1-2-3-4-9	External instruments

Mobility for Higher Education Students and Staff

- ▶ ICM in the new Erasmus+ program: Timeline

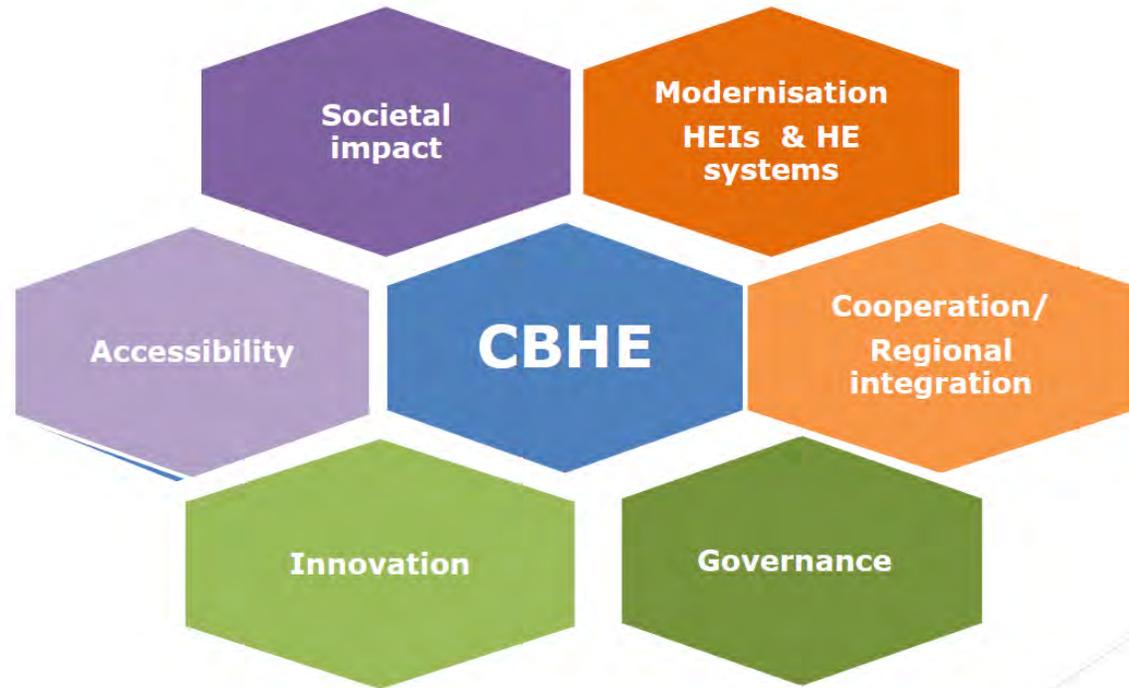


Capacity Building in Higher Education

- ▶ The CBHE action supports the relevance, quality, modernization and responsiveness of Higher Education institutions and systems in third countries not associated to the Erasmus+ program for socio economic recovery, growth and prosperity.
- ▶ Purpose:
 - ▶ Focus on the needs of the third countries not associated to the E+ program
 - ▶ Targeting the priorities of the third countries not associated to the program and matching them with the EU priorities for these countries
 - ▶ Maximizing benefit to third countries not associated to the Program

Capacity Building in Higher Education

► Objectives:



Capacity Building in Higher Education

► Strand.1: Fostering access to cooperation in Higher Education

Target groups

- HEIs from least developed countries
- HEIs located in remote regions/areas
- Newcomers or less experienced
- Individuals with fewer opportunities.

Activities

- Enhance management/administrative capacity
- Ensure high quality and relevant education
- Increasing the accessibility of the students/staff with fewer opportunities

Funding and duration

- 24 or 36 months
- 200.000 and 400.000 Euro

Capacity Building in Higher Education

► Strand.2: Partnerships for transformation

- Innovation with business involvement to maximize societal impact.
- Modernizing HEIs by promoting reform.
- Introducing practical learning schemes with a link to business.
- Implementation of new learning methods.
- Innovative curricula linked to bussiness.
- Reform governance and management at HEIs.

Capacity Building in Higher Education

► Strand.2: Partnerships for transformation

Target groups	Activities
<ul style="list-style-type: none">• HEIs• Local actors with a link to industry.• Individuals - students, staff, learners• Bodies responsible for HE at local and national level	<ul style="list-style-type: none">• Innovation in higher education• Promoting reforms in HEIs
	Funding and duration
	<ul style="list-style-type: none">• 24 or 36 months• 400,000 and 800,000 Euro

Capacity Building in Higher Education

► Strand.3: Structural Reform Projects

Target groups	Activities
<ul style="list-style-type: none">• National competent authorities in Third Countries not associated to E+• Higher education sector• Bodies /associations responsible for HE• HE institutions	<ul style="list-style-type: none">• Policy making Policy and expert advice, training on policy issues, establishment of representative bodies etc.• Implementation of tools Quality assurance, credit systems, accreditation procedures, recognition etc.• Internationalisation Bologna type reforms, surveys and studies etc
Funding and duration	
<ul style="list-style-type: none">• 36 or 48 months• 800,000 and 1 Million Euros	

Capacity Building in Higher Education

► Types of projects:

National projects	Multi-country regional projects	Multi-country cross-regional projects
HEIs from one third country not associated to the Erasmus+ programme	HEIs from several countries not associated to the Erasmus+ programme from one Region	HEIs from countries not associated to the Erasmus+ programme belonging to several Regions
At least 2 institutions from two countries associated to Erasmus+ (EU Member States and associated countries)		

Capacity Building in Higher Education

► Timeline:



Find calls for proposals and tenders:

- ▶ <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>

The screenshot shows the 'Funding & tender opportunities' portal. At the top, there's a search bar with a dropdown menu for 'Find' containing 'Search funding & tenders', 'Funding updates', and 'Archived funding (FP7-CIP)'. Below the search bar is a grid of 'EU Programmes' with 24 items, each with a brief description and a link. On the right side, there's a 'News' section with three articles: 'CitizensHack2022 - register n', 'New HRP TV video promoting 3', and 'Webinar: Horizon Europe Cool Preparation, 26 January 2022'. At the bottom right, there's a 'Useful links' section with a link for 'Calls for tenders on Ted'.

Find calls for proposals and tenders:

► <https://www.eupartnersearch.com/Default.aspx>

The screenshot shows the homepage of eupartnersearch.com. At the top, there is a navigation menu with links for HOME, ABOUT US, CONTACTS, PROMOTE YOUR APPROVED PROJECT, and LOGIN. Below the navigation is a large banner image of people in business attire looking at a tablet, with the text "Find the best partners for your Erasmus + Projects". Underneath the banner are three main sections: "Your Profile" with buttons for "CREATE NEW PROFILE" and "EDIT YOUR PROFILE"; "Find a Partner" with dropdown menus for "PROGRAMME", "COUNTRY", and "TYPE OF ORGANIZATION" and a "SEARCH" button; and "Find a Project" with similar dropdown menus and a "SEARCH" button. The website also features social media icons for Facebook, Twitter, LinkedIn, and the European Union flag.

Find calls for proposals and tenders:

► <https://www.eupartnerssearch.com/Default.aspx>

Find a Partner

PROGRAMME

All

- All
- K1 - Mobility project for higher education students and staff**
- K1 - Mobility project for VET learners and staff
- K1 - Mobility project for school education staff
- K1 - Mobility project for adult education staff
- K1 - Mobility project for young people and youth workers
- K1 - Erasmus Mundus Joint Master Degrees
- K2 - Strategic partnership in the field of education training and youth
- K2 - Knowledge Alliances
- K2 - Sector Skills Alliances
- K2 - Capacity Building in the field of higher education
- K2 - Capacity Building in the field of youth
- K3 - Support for policy reform
- Erasmus+ Sport
- Erasmus+ Jean Monnet

Find a Project

PROGRAMME

All

- All
- K1 - Mobility project for higher education students and staff
- K1 - Mobility project for VET learners and staff
- K1 - Mobility project for school education staff
- K1 - Mobility project for adult education staff
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- K2 - Strategic partnership in the field of education training and youth
- K2 - Knowledge Alliances
- K2 - Sector Skills Alliances
- K2 - Capacity Building in the field of higher education
- K2 - Capacity Building in the field of youth
- K3 - Support for policy reform
- Erasmus+ Sport
- Erasmus+ Jean Monnet

How to write a Proposal:



Erasmus+

KA107 - Higher education student and staff mobility between Programme and Partner Countries

Application Form

Call: 2017

KA1 - Learning Mobility of Individuals

Form Version: 3.01

A. General Information

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit and about the Agency that will receive, assess and select your proposal;
- Applicant organisation: this section asks for information about the applicant organisation;
- Main activities: this section asks for information about the type and number of mobilities foreseen;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Quality questions: in this section, for each partner country, the applicant is asked to demonstrate the relevance of the planned mobilities, the quality of cooperation agreements, the quality of the project design and its impact and dissemination.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application.
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form online.

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

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

How to write a Proposal:

D. Main Activities

Please enter the different outgoing and incoming mobility activities for each of the Partner Countries with which you intend to cooperate. Be aware that each mobility project per Partner Country will be assessed separately.

Due to limited budget availability, National Agencies may limit: i) mobility flows in (a) particular degree level(s) (for example limiting applications to one or two cycles only – first, second or third cycle): ii) mobility for staff only or students only, iii) the duration of mobility periods. Please consult your National Agency's website to know if it applies these limitations:

http://ec.europa.eu/education/tools/national_agencies_en.htm

If you know the city of origin and the city of the venue for all mobility activities in a flow and they are the same for all mobility activities in that flow, you will introduce the travel distance between those cities; if there are several cities of origin and/or venue in a flow, you will introduce the average of the different travel distances. Please use the distance calculator available here:

http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

You should try to be as precise as possible in order to receive a grant that will cover your needs as accurately as possible.

How to write a Proposal:

F. Quality Questions

Please answer the following quality questions for each of the previously mentioned Partner Countries (entered either as an origin or destination country).

Your answer to each question should refer to your higher education institution and to all other higher education institutions involved in the Programme and Partner Country.

It is important that you avoid any repetition. If the answers given for your higher education institution are the same for each Partner Country, please answer them only once, and refer to your answer throughout.

Finally, we advise you to refer to the guide for experts on quality assessment which indicates how your answers to these quality questions will be assessed.

F.1. Partner Country Argentina

Provide a list of the higher education institutions from the Partner country indicating their corresponding PIC if one exists.

Sequence No.	PIC	Partner Country Higher Education Institution (Legal Name in Latin characters)
1		

How to write a Proposal:

F.1.1. Relevance of the strategy

Explain why the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved (both in the Programme and Partner Country). Justify the proposed type(s) of mobility (students and/or staff).

Sample

How to write a Proposal:

F.1.2. Quality of the cooperation arrangements

Detail your previous experience of similar projects with higher education institutions in this Partner Country, if any, and explain how, for the planned mobility project, responsibilities, roles and tasks will be defined in the Inter-institutional Agreement.

Form hash code: 550EA482A6FD8094

How to write a Proposal:

F.1.3. Quality of project design and implementation

Present the different phases of the mobility project and summarise what partner organisations plan in terms of selection of participants, the support provided to them and the recognition of their mobility period (in particular in the Partner Country). Bear in mind that certain flows may not be eligible. Please consult your National Agency's website to know which limitations apply:

http://ec.europa.eu/education/tools/national_agencies_en.htm

IMPORTANT WARNING: If your National Agency supports first and second cycle outgoing student mobility to countries in regions 6, 7, 8, 10 and 11 (see Programme Guide), make sure that you indicate in the box below how many students you plan to send at each study level (short, first, second or third cycle) and the total duration for all participants (month and extra days) under each study level.



How to write a Proposal:

F.1.4. Impact and dissemination

Explain the desired impact of the mobility project on participants, beneficiaries, partner organisations and at local, regional and national levels. Describe the measures which will be taken to disseminate the results of the mobility project at faculty and institution levels, and beyond where applicable, in both the Programme and Partner Countries.

Form hash code: 550EA482A6FD8094

Success Story: Dr. Mohammed Bani Younis (FET)

Form Version: 3.01

D.1. Activities' Details

Activity No.					A1			
Activity Type					HE-STA-T - Staff mobility for Teaching To/From Partner Countries			
Flow No.	Incoming/Outgoing	Country of Origin	Country of Destination	Distance Band	Requested Duration for All Participants			Total No. of Participants
					Total Duration Excluding Travel (days)	Total Travel Days	Total Duration Including Travel (days)	
1	I - Incoming	Jordan	Germany	3000 - 3999 km	120	8	128	4
2	O - Outgoing	Germany	Jordan	3000 - 3999 km	10	4	14	2
<input type="button" value="+"/> <input type="button" value="-"/>								
Total					130	12	142	6

Activity No.					A2			
Activity Type					HE-STT-T - Staff mobility for Training To/From Partner Countries			
Flow No.	Incoming/Outgoing	Country of Origin	Country of Destination	Distance Band	Requested Duration for All Participants			Total No. of Participants
					Total Duration Excluding Travel (days)	Total Travel Days	Total Duration Including Travel (days)	
1	I - Incoming	Jordan	Germany	3000 - 3999 km	20	8	28	4
<input type="button" value="+"/> <input type="button" value="-"/>								
Total					20	8	28	4

Activity No.					A3			
Activity Type					HE-SMS-T - Student mobility for Studies To/From Partner Countries			
Flow No.	Incoming/Outgoing	Country of Origin	Country of Destination	Distance Band	Requested Duration for All Participants		Total No. of Participants	
					Total Duration (full months)	Total Duration (extra days)		

Form hash code: C9AED09B0204934B

EN Form has not been submitted yet

Success Story: Dr. Mohammed Bani Younis (FET)

F.1.1. Relevance of the strategy

Explain why the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved (both in the Programme and Partner Country). Justify the proposed type(s) of mobility (students and/or staff).

The mobility project is intended to work between Hochschule Bochum (HBO), Germany and Philadelphia University (PU), Jordan and German Jordanian University (GJU), Jordan. One of HBO's strategy is to build sustainable education programs with international universities as it enhances the internationalization of higher education at HBO, helps to expose HBO students to courses in English language, and promotes German education standards and quality at Universities of Applied Sciences around the world. Jordan is considered a stable country with good educational institutions and therefore HBO has built good educational cooperations with GJU (since 2005) and, PU (since 2011) in Jordan.

PU is working on developing its engineering programs to international standards as it seeks to apply for international quality certificates. PU has established a double-degree MSc program in Mechatronics where PU students can get a double-degree: one from PU and the other from HBO. In this program, PU students must spend five months at HBO to work on their masters thesis. This opportunity can help PU students to learn German engineering concepts and prepare them to practical engineering work. The double-degree program is a result of the Project 51668 TEMPUS – JIM2L "Development of International MS Degree and Life Long Learning Framework in Mechatronics" between Oct 2011 to Oct 2014.

GJU has had a strong partnership with HBO since 2005 on the level of bachelor student exchange. GJU sends between 2 and 3 mechatronics bachelor students per year to take courses for one semester at HBO. HBO is heading a network of about 18 German universities that cooperate with GJU in the field of mechatronics. HBO has also helped engage German professors to teach block courses at GJU under a program funded by DAAD, called "Flying Faculty". The cooperation with HBO and GJU has expanded during the TEMPUS project: 51668 TEMPUS – JIM2L "Development of International MS Degree and Life Long Learning Framework in Mechatronics", where GJU focused on establishing robotics and industrial automation, as well as real-time control and data acquisition laboratory capabilities. Besides student exchange, GJU is keen on benefiting from train-the-trainer, quality assurance, and teaching mobility support.

The proposed mobility project involves students mobility to Germany and staff exchange between Germany and Jordan. The proposed mobility activities fit with HBO, PU and GJU's strategy as it will reinforce their capacity on international levels. The students mobility with PU and GJU will help support Bachelor and Master students work at HBO while the staff exchange visits will involve intensive course lectures that will help bridge the gap between HBO and its partners. Also, GJU and PU staff will be trained in HBO on the use of Mechatronics and advanced robotic systems.

Success Story: Dr. Mohammed Bani Younis (FET)

F.1.2. Quality of the cooperation arrangements

Detail your previous experience of similar projects with higher education institutions in this Partner Country, if any, and explain how, for the planned mobility project, responsibilities, roles and tasks will be defined in the Inter-institutional Agreement.

GJU and HBO are working together in the German Jordanian network of Mechatronics engineering since 2005. Based on a MOU, within in this program each year up to 4 GJU students come for one term to HBO having courses in Mechatronics (Bachelor level). Additional they have a practical semester in German industry. This cooperation is sustainable since 2005. HBO is also network head of the German Mechatronics Universities which provides a student exchange between GJU and about 18 German Universities of Applied Sciences.

PU and HBO already have a close relationship in developing and implementing the double degree Master program in Mechatronics. This cooperation has been initiated with the TEMPUS-JIM2L project where HBO staff visited PU and PU staff visited HBO. A Memorandum of Understanding (MOU) between the two universities were signed to establish a double-degree in Mechatronics engineering. As a successful results of the JIM2L project, a PU student worked on his MS thesis at HBO and a PU staff member visited HBO where he conducted MS lectures for HBO students. These two activities promoted a sustainable cooperation between the institutions.

Furthermore, PU staff members visited HBO where one of them held intensive engineering courses (1-week) in English for HBO students during 2015 and 2016 while the other participated in the Thesis Defense for a double-degree Master student.

GJU and PU staff also worked as technical program committee members for the evaluation of work in the 16th Conference on Research and Education in Mechatronics (REM) that was sponsored by HBO and held in Bochum November 2015

Success Story: Dr. Mohammed Bani Younis (FET)

F.1.3. Quality of project design and implementation

Present the different phases of the mobility project and summarise what partner organisations plan in terms of selection of participants, the support provided to them and the recognition of their mobility period (in particular in the Partner Country). Bear in mind that certain flows may not be eligible. Please consult your National Agency's website to know which limitations apply:

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IMPORTANT WARNING: If your National Agency supports first and second cycle outgoing student mobility to countries in regions 6, 7, 8, 10 and 11 (see Programme Guide), make sure that you indicate in the box below how many students you plan to send at each study level (short, first, second or third cycle) and the total duration for all participants (month and extra days) under each study level.

The mobility project between HBO and the Jordanian partners PU and GJU is divided into the following activities:

1A) PU and GJU staff visits HBO for teaching purposes. PU/GJU staff members will give intensive courses for HBO students in the Master engineering programs (Mechatronics, E-Mobility and Electrical Engineering) at HBO. Coordination will be worked out between HBO and PU/GJU to identify the course material and appropriate timing. This activity will help PU/GJU staff to prepare international-standard lectures and it will help HBO students to experience engineering lectures in English language. The PU staff members will be selected according to their expertise in the lecture areas.

1B) HBO staff visits GJU/PU for teaching purposes. HBO staff will provide intensive courses for MS mechatronics students at PU and BS courses at GJU. The HBO staff will be selected according to course experience and English communication skills.

2) PU/GJU staff visits HBO for training purposes. Four PU/GJU staff members will visit HBO in order to be trained on the Mechatronics laboratory systems at HBO. This training activity is important as it helps GJU/PU staff to have better practical experience using advanced systems and carry this experience to PU/GJU students in Jordan.

3A) PU students visits to HBO for learning purposes. Four PU students will travel to HBO to study and do their Thesis work. This fits within the already-signed agreement between the two institutions as PU students are given the opportunity to obtain a double-degree in Mechatronics engineering. Students will be selected based on their GPA. Students are also required to pass German language tests before their travels.

3B) HBO students visit GJU/PU for learning purposes. GJU/PU will accommodate two HBO students as they will take part in on-going engineering courses.

Success Story: Dr. Mohammed Bani Younis (FET)

F.1.4. Impact and dissemination

Explain the desired impact of the mobility project on participants, beneficiaries, partner organisations and at local, regional and national levels. Describe the measures which will be taken to disseminate the results of the mobility project at faculty and institution levels, and beyond where applicable, in both the Programme and Partner Countries.

The mobility project will help to sustain network connections between Mechatronics engineering staff members of HBO GJU and PU. All three universities will gain experience as their staff members will exchange teaching experience and help bridge the gaps in education methodology between HBO and its Jordanian partners. Also, PU and GJU students will benefit from the German education experience as they get the chance to study at HBO.

All mobility activities will be monitored by their own institutions through the Engineering Faculty and the Academic Quality Centers. All participants will provide a well-documented report of their work. This will be compared to the expected outcomes of each activity.

Jordanian staff will provide lectures at their own institutions in order to disseminate their knowledge and experience gained from the mobility project. Furthermore, the three institutions will document all their activities, publish it in their university papers, will at least do one publication on international level (e.g. REM network of Mechatronics universities) and distribute it to local newspapers.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-RO01-KA101-062004>

2019-1-RO01-KA101-062004

Generated on: Dec 27, 2021

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

European Training for an Inclusive Education

Project Coordinator

Organisation Scoala Gimnaziala Nicolae Iorga
Address Aleea 1 Iunie Nr. 6 , 620130 Focsani , Sud-Est , RO
Website <http://nicolaeiorgafocsani.ro/>

Project Information

Identifier 2019-1-RO01-KA101-062004
Start Date Oct 1, 2019
End Date Jun 30, 2022
EC Contribution 16,285 EUR
Topics Inclusion - equity ; Early School Leaving / combating failure in education

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-R001-KA101-062004>

► Project Summary:

The project "European Training for an Inclusive Education" harmonizes with the European development strategy of Nicolae Iorga Secondary School as it is based on its strategic target set to deliver high quality education to all students, especially those from disadvantaged categories (remigrated, with behavioral and socio-emotional disabilities, coming from disorganized families with poor financial situation, in foster care, with a risk of grade repetition and early school leaving).

The implementation of the project implies 7 mobilities for teachers in Nicolae Iorga School in order to improve their professional knowledge and skills in working with children with SEN by completing two European training courses.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-R001-KA101-062004>

► Project Summary:

The 7 participants to be selected will be able to implement modern strategies of inclusive teaching, develop action plans in the areas of institutional development, undertake projects to improve the quality of the educational process, to motivate students, colleagues and partners to improve the efficiency of the school-family-community relationship.

The target group includes 7 teachers selected from the following school areas: Management Board, Evaluation and Quality Assurance Board, Curriculum Board, European projects and Teacher Training Boards.

The project will run for 12 months with the general objective of improving areas such as: curriculum, management, quality assurance, teacher training and developing the European dimension of school.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-R001-KA101-062004>

▶ Project Summary:

- ▶ Having been involved in the project, the teachers will be able to:
 - ▶ Improve their pedagogical, management, cultural and linguistic skills, thus improving inclusive education in Nicolae Iorga School;
 - ▶ Develop skills of planning and implementing international projects;
 - ▶ Develop their personal and social autonomy;
 - ▶ Certify the acquired skills through certificates of participation, Europass mobility certificates and the European Credit system for Vocational Education and Training (ECVET);
 - ▶ Become resource persons in organizing inclusive curricular and extracurricular activities;
 - ▶ Contribute to the development of the institution by valuing Europe 's best inclusive practices.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-R001-KA101-062004>

▶ Project Summary:

- ▶ The expected results of the project will consist in:
 - ▶ Providing psycho-pedagogical training, linguistic, cultural and risk prevention for the 7 participants;
 - ▶ Knowledge and implementation of contractual procedures with ANPCDEFP;
 - ▶ Diversifying and adapting the methods of teaching and assessment in inclusive classes - 90% of teachers will apply active-participative methods, adapted to the age and individual peculiarities of each student;
 - ▶ Development of teaching materials (teaching material with good practice resources, the optional program “i eusunt european!” <I am European, too!>, personal intervention plans, portfolio of tests, questionnaires) to adapt the curriculum to the specific needs of children with SEN;
 - ▶ Realization of the project blog and of the kit for promoting the school, city, country and best practices in the Romanian educational system;

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-R001-KA101-062004>

▶ Project Summary:

- ▶ The expected results of the project will consist in:
 - ▶ Strategies development for working with students at risk;
 - ▶ Achievement of a European book contacts and initiation of European projects;
 - ▶ Better understanding of the European citizenship concept;
 - ▶ Increasing the involvement and empowerment of teachers in the realization of further inclusive activities and projects - implementation of at least three partnership agreements with local NGOs to carry out projects on various educational topics;
 - ▶ Increase the prestige of the school inside the local, national and international communities;

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-RO01-KA101-062004>

▶ Project Summary:

▶ The expected results of the project will consist in:

- ▶ Implementing the best practices newly acquired; 2019-1-RO01-KA101-062004 Generated on: Dec 27, 2021 This document has been generated by Erasmus+ Project Results Platform Page 3 of 3
- ▶ Developing an improvement plan regarding the school management and quality assurance system;
- ▶ Effective communication between teachers, students and parents to achieve better results and progress in school education;
- ▶ Intercultural exchange and development of communication and cooperation between European educational communities;
- ▶ Obtain project management skills.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-R001-KA101-062004>

▶ Project Summary:

- ▶ This project will be a starting point for future projects to be conducted in collaboration with other European institutions through Erasmus + KA2 Strategic Partnerships and eTwinning.
- ▶ We expect a long-term growth of the social and school involvement of children with special needs and a consistent rise of the prestige of our school as one delivering high quality education based on real inclusive practices.
- ▶ The satisfaction coming out from the project results will help increase self-esteem and motivation of our teachers to offer good equal chances to all our students.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060150>

2019-1-SI01-KA101-060150

Generated on: Dec 27, 2021

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

Integration of multiculturalism in school

Project Coordinator

Organisation Osnovna sola Antona Tomaza Linhartar Radovljica
Address Kranjska cesta 27 , 4240 Radovljica , Gorenjska , SI
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Project Information

Identifier 2019-1-SI01-KA101-060150
Start Date Jul 1, 2019
End Date Feb 28, 2022
EC Contribution 37,353 EUR
Topics International cooperation, international relations, development cooperation ; Inclusion - equity ; Intercultural/intergenerational education and (lifelong)learning

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060150>

► Project Summary:

Nowadays our classes are becoming more and more diverse even though it may not seem so at first glance.

Social changes are the cause of not only different ways of teaching contents, dealt with in classes, but also students who are being taught.

In practice we encounter students who can be distinguished by their culture, languages, abilities, talents ...

To maintain and improve the teacher's successfulness we have to be aware of diversity, accept it and use it as the source and learning experience.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060150>

► Project Summary:

The students who integrate in educational systems carry different experiences with them - living conditions in their home country, the reasons for moving, the organization of their lives (living with their parents or separately, discouraging/ economically underprivileged social background opposed to the stimulating one).

Inclusion in a new society and language learning are a long-lasting and complex processes.

If the child is well accepted, if (s)he gets an appropriate (professional) support, then the processes are easier.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060150>

► Project Summary:

Since we the teachers are aware of the fact that (generally) we did not gain appropriate skills how to include these children and develop intercultural education, therefore it poses new challenges to us.

It demands additional education, personal engagement and active citizenship from the teachers.

Integration of those children is not just teaching the Slovene language as a second language and grading such students.

It is of utmost importance to develop interculturalism , preserve or improve system support, develop intercultural competences of teachers, strengthen the awareness about multicultural society in different school subjects, develop intercultural dialogue in school, cooperate with parents and local community.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060150>

► Project Summary:

The basic goal of the whole project is to strengthen tolerance, respect, fairness, broad-mindedness, insight into other cultures ... through awareness about interculturalism.

Taking part in the Erasmus + programme is a unique opportunity for achieving the set goals faster.

We will take part in different activities which will raise the international competences in becoming more aware of the cultural diversity and at the same time develop one's own, European and international dimension.

8 participants will take part in the project (teachers of lower and higher level of primary school education, management and a teacher accompanying a physically impaired student).

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060150>

► Project Summary:

During educational visits/ seminars self-assessment and assessment of the education will be carried out.

After returning from individual educational trainings/ visits, newly gained experiences and proficiencies will be disseminated in our and other schools, through eTwinning, social networks, press and electronic media.

Our expected objectives are for the children from other cultural backgrounds to achieve positive results in stimulative society which is not preoccupied with prejudice and intolerance, to have the feeling of being accepted, to be willing to learn the Slovene language, to accept the Slovene culture.

At the same time our students would spread their horizon, develop respect, tolerance to diversity and intercultural understanding.

The school will take the task of intercultural development not as something extra but will promote the long-term development of these skills in school's daily routines and in different school subjects

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/-1-2019IT061012-101AK-02>

2019-1-IT02-KA101-061012

Generated on: Dec 26, 2021

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

“Constitutiones – The new rules and tools for the teachers”

Project Coordinator

Organisation Istituto di Istruzione Superiore "Federico II"
Address Via Giuseppe Verdi 1 , 85025 Melfi , Basilicata , IT
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Project Information

Identifier 2019-1-IT02-KA101-061012
Start Date Dec 1, 2019
End Date May 31, 2022
EC Contribution 64,800 EUR
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Teaching and learning of foreign languages

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/-1-2019IT061012-101AK-02>

“Constitutiones - The new rules and tools for Theachers” aims to respond to the needs of the Secondary School “Federico II di Svevia” and, specifically, to renew the teaching by introducing innovative methods and tools and Participation in addition to spreading the use of the same among all the faculty, to foster the collaboration between all the operators.

The training of teachers in the field of digital and innovative competences is now indispensable in school policy and “Constitutiones” puts the institute in a European dimension in order to allow the new competences to become an integral part of School activities.

“Constitutiones” is aimed at 20 selected beneficiaries among teachers who will participate in structured courses in France and Sweden at partner training institutes and institutions, to share and acquire new educational tools and to observe different and innovative educational realities To which the Institute will try to adapt with school and extra-school projects.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/-1-2019IT061012-101AK-02>

20 teachers will take part in the structured courses with the host partner institutions that manage the activities:

- ▶ 10 teachers will follow the structured course “Group Work for CL” in France. They will enhance the use of cooperation and instruments and the creation of laboratorial activities to foster the active participation of students. They will acquire skills to strengthen collaboration among colleagues for the organization of multidisciplinary activities.
- ▶ 10 teachers will follow the structured course “The game changers” in Sweden, with the aim of bridging the shortcomings in the use of CIIL methodologies for languages and learning by doing for STEM. They will learn the skills necessary to organize workshops and interactive lessons during which students feel involved and stimulated.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/-1-2019IT061012-101AK-02>

The objectives that “Constitutiones” intends to achieve are:

- Reducing the scholastic failure of students with innovative educational activities;
- Improving and increasing in teachers the use of the CLIL methodology for non-linguistic disciplines;
- Strengthening the competences of the cooperative learning in teachers, identifying paths and systems functional to the award-winning and enhancement of students;
- Increase the use of learning by doing for STEM by teachers, through coding and tinkering that can involve students for the learning of scientific disciplines;
- Enhance laboratory activities, with multi-disciplinary and multidisciplinary pathways;
- Increase the design of pathways within the mountain hours curricular or extracurricular activities;
- Improving the linguistic and digital competences of teachers;
- Foster the collaboration and integration of different competences.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/-1-2019IT061012-101AK-02>

The impacts foreseen by the participation in structured courses will be:

- Improving the language skills of teachers;
- Knowledge of the cooperative learning, the innovative methodologies of CLIL and learning by doing for STEM;
- The deepening of the role of the teacher as tutor and facilitator;
- New strategies for engaging students, improving self-esteem and participation in activities;
- The possibility of confronting other teachers and colleagues;
- The knowledge of school systems in other European countries to improve and innovate the educational offer of the Institute.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/-1-2019IT061012-101AK-02>

In the long term, the project will promote a systemic impact on school education by stimulating innovations to be introduced in the new POF of 2020-2021. Improving the language skills of teachers; [The impacts on the Institute and the educational system will be:](#)

- The consolidation of knowledge in the use of computer and technology tools;
- The reduction of school failure by at least one percentage point;
- The introduction of Clil modules for foreign language: teaching units for all language teachers;
- The introduction of 3 new cooperative learning pathways for all language and letter teachers in all study addresses;
- The introduction 1 new path with the methodology of learning by doing (tinkering and coding) for all the teachers of STEM in all the addresses of study;
- Increase of at least 30% of the collaborations between teachers of different disciplines;
- At least 2 new design proposals in Europe for the following school year in the field of Erasmus + and of alternating school-work or eTwinning twinning;
- The commitment of the beneficiaries to continue the training course both linguistic and methodological: participation in at least 2 training courses in the following school year.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/-1-2019IT061012-101AK-02>

“Constitutiones - The new rules and tools for Teachers” will also have repercussions at local and regional level: the experience of the I.I.S. “Federico II di Svevia” will be towed to the other schools in the territory who want to undertake paths of Education in Europe

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060170>

2019-1-SI01-KA101-060170

Generated on: Dec 26, 2021

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

Step by step on the way to success

Project Coordinator

Organisation osnovna sola Simona Gregorcica Kobarid
Address GREGORCICEVA 18A , 5222 KOBARID , Goriška , SI
Website www.os-kobarid.si

Project Information

Identifier 2019-1-SI01-KA101-060170
Start Date Jul 7, 2019
End Date Feb 6, 2022
EC Contribution 39,035 EUR
Topics Quality Improvement Institutions and/or methods (incl. school development) ; Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060170>

▶ Project Summary:

- ▶ Primary school Simon **Gregorčič** Kobarid is a public institution consisting of one home school and kindergarten and three school branches. It is located in the **Posočje** region, in the area suffering from depopulation.
- ▶ The employees of our school are bound to the vision »Quality education and good relationships accompanied by appropriate conditions«.
- ▶ We want to educate our students to become tolerant children with a strong desire to learn and with awareness of the rich cultural heritage of the local area. We want to overcome the challenges provided by our geographical isolation and to collaborate with schools in different European regions.
- ▶ We want to integrate good practice regarding educational process from Europe in our learning environment.

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060170>

- ▶ The goals of our project entitled Step by step on the way to success is a long term development of our school in the following fields:
 - ▶ Digital competences (ICT literacy, new teaching methodologies and applications etc.)
 - ▶ Linguistic competences (reading literacy, communication in foreign languages etc.)
 - ▶ Learning to learn (motivation of students and teachers, new methodologies for better educational achievements etc.)
 - ▶ Inclusion
 - ▶ Social and civic competences (emotional intelligence, critical thinking, sense of initiative, stress management etc.)
 - ▶ Cultural awareness and expression (creativity, innovation, respect for cultural heritage etc.)

Success Applications:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SI01-KA101-060170>

- ▶ School project team Erasmus+ combines workers of diverse specialised skills and work places so that we cover all segments of educational fields horizontally and vertically.
- ▶ Our teachers are employed on diverse educational fields so we cover children from kindergarten to lower secondary level of education.
- ▶ Our team combines teachers of kindergarten, school library and teachers on primary and lower secondary level of education, and we teach on sociology field, language, art and natural sciences.
- ▶ Team is highly supported by the principal and other employees

MANY THANKS FOR YOUR ATTENDENCE

BEST of LUCK