

# Comeniusantrag 2009

## Kurzfassung des Antrags:

### **Sprache, Lernen, Vielfalt durch Vernetzung in Europa**

Zwei englische Nachbarschulen, die Lark Rise Lower School in Dunstable/Bedfordshire und die Village School in Caddington/Bedfordshire kooperieren mit zwei deutschen Nachbarschulen, der Grundschule Eitorf und der Europaschule Harmonie, ebenfalls in Eitorf/Rhein-Sieg-Kreis. Die Europaschule Harmonie arbeitet seit über 10 Jahren, u.a. in einem Comeniusprojekt „To Live Democracy In Europe“ von 2004-2007 und die Grundschule Eitorf seit 5 Jahren mit der Viktor-Frankl-Hochschule in Klagenfurt zusammen. Die Hauptschule der Pädagogischen Hochschule Kärnten baut zurzeit einen Austausch mit der Hämeenlinna Normaalikoulu, der Gesamtschule der Universität Tampere in Finnland auf. Alle sechs Schulen und die beiden Hochschulen haben einen gemeinsamen Projektantrag erarbeitet. Alle Schulen bieten ausgesprochen entwickelte pädagogische Erfahrungen in vielen Gebieten der modernen Schule, die in diesem Projekt in europäischer Dimension vorangetrieben werden sollen.

Im Zentrum unserer Comeniusaktivitäten sollen stehen:

- Austausch von Schülerinnen und Schülern von der 3. bis zur 10 Klasse zwischen Twin-Partnerschulen als
  - gemeinsames Lernen im Schulalltag der anderen Schule,
  - Übernachten in den Schulen,
  - gemeinsame sprachfördernde und Sprachen lernende Aktivitäten.
  - Je ein Kind und ein Erwachsener der Nicht-Twin-Schools sollen als Beobachter an diesen Treffen teilnehmen
- Face-To-Face-Study-Visits von Erwachsenen der Partnerschulen,
  - gemeinsames Unterrichten
  - gemeinsame Konferenzen
  - und Arbeitsgruppen.
- Treffen der Schulleitungen als „School Leadership Meetings“
  - zur permanenten Auswertung des Projekts

- zur Entwicklung einer medienbasierten direkten täglichen Kooperation zwischen den Schulen
- An Sprache- und Sprachenlernen und dem kulturellen Verstehen und Verständigen gemeinsam arbeiten:
  - Bereicherung der eigenen curricularen und schulprogrammatischen Beschlüsse der einzelnen Schulen
  - Nutzung neuer Technologien für eine tägliche Kooperation beim Sprachenlernen der Schülerinnen und Schüler
  - Nutzung neuer Technologien für eine permanente pädagogische Kooperation der Schulentwicklung
- Fünf Projekttreffen aller Beteiligten mit festen Arbeitskreismitarbeiterinnen zur begleitenden Planung, Durchführung, Diskussion und Evaluation des Projekts

**Auszüge aus der offiziellen Antragsformulierung:**



**LIFELONG LEARNING PROGRAMME  
COMENIUS  
Application form 2009 for  
School Partnerships**

**5. DESCRIPTION OF PROPOSED PARTNERSHIP**

**5.1 SUMMARY**

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

The partnership will bring together pupils, students and teachers in 4 countries (Austria, Finland, Germany and the UK) to develop understanding of the ever changing world in which they live and learn through language and cultures. Through linking schools it will help the children become aware of the importance of language learning and acquisition in the member countries and learn about the cultural background and lifestyles of the linked schools children.

The partnership will include possibilities for children to experience first hand the languages of the partnership schools and school and home life of their children through structured study visits that involving learning with partner children in their linked schools. Partnership children will see differences between online communication and first hand meetings in developing relationships and cultural understanding. The project allows children to use ICT for communication and to extend inclusivity. It will celebrate the diversity of other languages and cultures that our young people bring to our schools through the support and partnership with parents and carers. During the partnership children will experience activities that help them understand cultural differences through topics such as pupil voice, sustainable and healthy schools and literature and arts.

## 5.2 CONTEXT

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

All the partner schools have a strong international dimension which is highlighted by the young age at which children in all the partnership institutions are able to experience different cultures and lifestyles both first hand and in their curriculum learning.

They have an ethos of cultural and international acceptance which encourages children to see themselves as members of international learning communities.

Each institution involved in the partnership understands the importance of allowing children to develop the ability to communicate in another language and understand life in other countries.

All the institutions have an ethos of innovative practice and have the ability to learn from action research and partnership projects and activities completed by teachers and pupils.

Through partnership and network learning experiences the schools are experienced at pioneering, piloting and researching initiatives and are skilled at disseminating this practice, knowledge gain and understanding to other institutions both locally, regionally and into the wider learning community.

### Finland

A Practicing school for The Department of Class Teacher Education

Providing comprehensive education in primary level (pupils 6-13 years), teaching practice for student teachers, in service education for teachers and methodological and pedagogical research and experiment

A language program covers English, French and German and two classes use Content and Language Integrated Learning, CLIL, methodology

Pupil voice activities e.g. pupils' council

### Austria

Practice school for teacher training in pedagogy linked to the University College

Individualised learning programmes for the children Dalton Plan Pedagogy

Language learning German, English, Italian, Slovenian

ICT fully integrated

Democracy and leadership of the pupils.

### Germany

Change management of language learning through school leadership.  
Inclusive pedagogy for children who are new to the country and with learning disabilities.  
How do children learn reading and writing.  
New language learners parental involvement sessions  
Celebrating other nations  
Democracy and leadership of the pupils.  
Self organised language and learning acquisition  
Learning a foreign language in a natural way through dialogue based on what is already known in English by creating sentences both oral and written.  
Mixed age language learning.

### United Kingdom

Early acquisition of languages in primary schools  
Daily immersion of the language through the delivery by the class teacher.  
Teaching Assistants use the languages.  
Initial teacher training of European students.  
International ethos – International Schools Award.  
Leadership across the school has experiences working with local and national groups on good practice  
Self directed learners who choose the pathways  
Outstanding school for ICT and Pupil Voice activities.

## **5.3 OBJECTIVES OF THE PARTNERSHIP**

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

### **What are the concrete objectives of the partnership?**

1. To develop Primary/Secondary provision for language acquisition and cultural understanding.
2. To disseminate language learning, linguistic diversity and cultural understanding using ICT.
3. To offer opportunities for pupils/students to visit partnership schools to share their own language and experience first hand languages of other partnership schools.
4. To use ICT to celebrate the diversity of the languages and cultures in partnership schools through topics of relevance to all partnership schools.

### **Explain what subjects or problems you intend to address.**

1. Acceptance and tolerance of other cultures and lifestyles.
2. Integration of language learning into everyday curriculum.
3. Language learning and linguistic diversity from an early age for more natural learning.
4. Inclusion of all children in part of an international learning community.
5. The role of pupil voice in cultural understanding and language learning.
6. Using ICT to support language learning and cultural understanding.

### **What approach will you take to achieve your objectives?**

We intend these aims and objectives will be achieved through the following concrete and collaborative partnership activities:

1. Sharing knowledge and understanding of language learning – pupils, students and teachers.

2. Experiencing and observing languages in action for learning and during the everyday life of children.
3. Provide partnership pupils/students with regular opportunities to share their language with link schools and learn the language of the partnership school
4. Build a study visit to link school into language acquisition curriculum.
5. Use study visits and gains in knowledge and understanding during partnership activities to develop cultural learning and linguistic acquisition materials.
6. Make use of ICT tools (e-mail, websites, weblogs, video and photo sharing) to regularly share learning experiences and activities with partnership linked schools.
7. Schools will jointly evaluate the processes being completed with common criteria, shared questionnaires and tools to make sure targeted objectives are being achieved and worked towards.

### **Key activities**

\*Direct pupil / adult interactions (mobilities) - face to face study visits across between linked partnership schools

\*School Leadership Meetings

\*Language acquisition and cultural understanding which fits into the partners' own institutional plans and is embedded into the partners' own curricula.

### Direct pupil / adult Study Visits (mobilities)

Austria – Finland (1 Pair of schools)

1 class will be linked at the same age group in the two countries.

Year 1 – Austrian children will visit Finland

Year 2 – Finnish Children will visit Austria

Germany – UK (2 pairs of schools)

All children of specific age will be linked – Year 3 (7/8 year olds)

Year 1 – German children will visit UK + UK children will visit Germany

Year 2 – German children will visit UK + UK children will visit Germany

### Project Meetings

During these study visits a teacher from each of the partnership schools will visit to see how the two schools participating in activities are working and what they can learn from them.

Pupils will also attend these meetings as a representative of their partnership schools.

i.e. when German children visit UK, a teacher and child from Austria and Finland will attend.

### School leadership Meetings

Nov 2009 Austria

May 2010 Finland

Nov 2010 Germany

May 2011 England

July 2011 Austria

A leader from each of the partnership schools will attend regular leadership meetings to:

- revisit the aims/objectives of the partnership

- prepare and discuss the resources being used for language acquisition and cultural understanding

- create and plan structures for pupil and teacher study visits

- evaluate regularly the partnership progress and actions so far.

Host school Headteacher will produce a prospectus/case study for each of the partnership schools which are translated if necessary. The visiting leaders will Observe practice in each of

the six schools through engagement in learning walks with the leader of the school. There will be opportunities for dialogue at the school to share findings and issues related to partnership activities and plan study visits by pupils/students. Reflection on the seen practice by visiting leaders as critical friends, will be written up as a report to be submitted to the host.

Language acquisition and cultural understanding which fits into the partners' own institutional plans and is embedded into the partners' own curricula.

Programmes of learning and curricula which enable the learning of another language to be structured and integrated into the regular curricula.

There will be shared ideas and activities which enable continuity across partnership schools and support the joint work of partnership schools and study visits when children will be immersed into lessons of the host country.

#### **5.4 PARTNERSHIP AND DISTRIBUTION OF TASKS**

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

Each of the linked partnership schools (3 pairs of schools) will work together on an acquisition of language provision that will fully support study visits and partnership activities (UK - Germany, Austria - Finland). These schools will use already structured activities in own schools and knowledge and understanding gained in project meetings and teacher exchanges to develop this provision.

Schools linked for language acquisition and cultural understanding (UK - Germany, Austria – Finland) will work together to develop a scheme forming a set of key language skills and vocabulary areas that will be taught to children in partnership schools to enhance study visits (pupil mobilities). Each institution will need to be competent in language acquisition teaching and in developing programs of study for achieving this. Responsibility for these schemes and programs of study will be developed jointly by the paired schools. Lead teachers in each school will participate and lead on their schools behalf.

Organisation of study visits (pupil mobilities) will be completed by the linked schools within the partnerships, with each of the paired schools developing a joint schedule for the visit that takes into account the objectives of the partnership and the individual host and visiting schools situations. At leadership meetings, the representative leaders will develop structure frameworks and templates for study visits based on knowledge and understanding and past experiences of leaders. Activities will be planned across the partnership so that they can be compared and evaluated with continuity. Schools who have already experienced study visits previously will use these competencies to plan and support the other partnership schools develop their own study visits.

Cultural understanding and common theme topics will be decided through each school suggesting a topic and developing the materials that go with it using the competencies they already have in schools. These will then be combined to give a overall set of common themes and topics and accompanying resource materials.

ICT tools and resources will be managed and organised by two of the partnership schools with high ICT competencies and they will ensure access by all schools involved is possible whatever the schools situations.

Communication between the whole partnership schools will be managed by the partnership coordinator who has previous experiences of leading such activities between schools and

across countries. A shared web presence will be developed by the coordinator for communication, sharing of resources and support.

Each partner school will have a nominated leader who is responsible for ensuring the partnership schools active participation and completion of partnership activities.

Each school will have the following competencies:

- Designated partnership leader
- Language acquisition specialist
- Study visit leader with previous experience
- Teacher responsible for developing cultural understanding materials

The coordinator of the partnership will take a leading role in ensuring tasks are well distributed and completed by partnership members and will also make sure evaluation of the progress of the partnership is completed, analysed and distributed to relevant partners. They will also be responsible for setting up of partnership website and its facilities and communication between members of the partnership.

## **5.5 COOPERATION AND COMMUNICATION**

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

The partnership schools will use a group website to ensure easy communication and cooperation. The website will enable:

- Easy one to one communication for pupils, teachers and leaders
- Group e-mailing to enable all members to get communication and leaders to be well informed of practice and partnership updates.
- Discussion forums for support and sharing of opinions and ideas – pupil and teachers
- Shared files/documents section so all members can get resources needed
- Partnership blog updated by all member schools
- individual school pages to highlight own schools activities

All online communication will be completed using the site to ensure good cooperation.

Leadership meetings will enable leaders in partnership schools to meet face to face and ensure activities are being completed effectively and allow alterations and adaptations to activities to be made. They will also give opportunities for leaders to see the main activities of language acquisition and cultural understanding being completed. These meetings will involve workshops which will enable visiting leaders to learn more about the education system in host schools and will involve opportunities for discussions with local education authority representatives when possible. At these meetings findings and partnership outcomes will be documented for later dissemination and reviewed regularly.

Teacher visits during other countries study visits will enable non-leaders to become skilled and experienced in the processes and develop communication at different levels within the partnership schools.

A partnership newsletter/blog will be completed quarterly by the group coordinator who will regularly ask partnership schools for updates so that pupils and staff in partnership schools can be kept up to date in partnership activities and events.

Children will be linked by e-mail and a section of the website that will enable them to pass on their ideas and thoughts about the project and share their experiences. The e-mail link is an essential ICT tool for developing the main themes of cultural understanding and language acquisition. Video conferencing has already been attempted between link schools and will be timetabled into the activities as part of the learning experiences for children. Children will also use postal communication as a way of participating so that art work and non-ICT resources and materials can be exchanged.

## **5.6 IMPACT AND EUROPEAN ADDED VALUE**

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

This cooperation will

- provide a real, authentic context for children to use their language skills and learn more with foreign children
- give children a possibility to learn and practice their social skills that are needed in international cooperation
- increase and deepen cultural awareness and knowledge on a reciprocal basis both domestic and foreign
- diminish stereotypes and prejudices towards foreign people by giving correct and up to date information about other nations and people and thus increase mutual understanding in European level
- give a possibility to put cross - curricular themes into practice
- give teachers possibilities to observe and learn different methodologies and school management and adapt them to their own school environment and teaching
- support the development of ICT-based content and pedagogies
- help children to acquire skills necessary for active European citizenship

## **5.7 RELEVANCE FOR THE OBJECTIVES OF THE PROGRAMME**

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

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

## **5.8 EVALUATION**

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

During the partnership, the coordinator will ask leaders from all partnership schools to complete evaluation tasks to judge progress of the partnership towards objectives, requesting evidence to back up comments and responses. He will set out with all partners clear plans for the ongoing monitoring and evaluation of the partnership appropriate to its aims, activities and expected impact.

These evaluation tasks will need to be sent in advance of leadership meetings so they can be collated and findings discussed and any adaptations made to partnership activities at the meetings.

Each individual partnership leader will ask selected staff and pupils to complete questionnaires and interviews to enable participant's satisfaction and interpretation of partnership performance to be evaluated and developed. The findings of these will be analysed and distributed to partnership leaders so that adaptations and improvements can be made to the partnerships activities.

Direct measures of impact on the aims will be made at regular intervals by the coordinator using leaders information and communicated in a written document three times a year.

Online surveys and evaluation forms will be available for all partnership schools to use to evaluate their own participation, as well as the whole partnerships.

## **5.9 ACTIVE INVOLVEMENT**

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

And/or

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

Pupils in partnership schools are well used to having a voice in their own learning at their institution. They have already played a key part in the partnership by giving their opinions and ideas on how they would like to communicate with a school in a different cultural situation and who use a different language.

From the outset the children will be informed of the aims of the partnership so that they are able to engage in what they are participating in better and gain ownership in their learning. They will be asked to complete baseline assessments to see what language skills they have and what cultural knowledge and understanding they have of their fellow partnership schools. Before the cultural aspect is completed and started in each country children in all partnership schools will be asked to think about what aspects of life they want to know more about and under chosen headings come up with a set of questions that they would like to know the answer to and could give an answer to about their own culture and country.

Children will work alongside the teacher with language acquisition skills to develop what they believe are the keywords and phrases that children would need to know to effectively and confidently be able to access lesson in a school with a different main language. They will also be asked to develop ideas for activities and lesson which will enhance this language learning. The creation of video and sound clips of language samples will be a key part of children's participation.

When these activities are completed the children will be asked to evaluate the lessons in terms of enjoyment and meeting the partnerships aims.

As the partnership develops and activities are completed the pupils will be asked to evaluate the implementation of the activities and how the partners are doing in achieving their targets.

Children will be given opportunities to feedback their ideas and opinions at the leadership meetings and at the end of study visits where meetings for children will be held for them to say how the partnership activities have helped them during study visits.

## **5.10 INTEGRATION INTO LEARNING AND/OR OTHER ONGOING ACTIVITIES**

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

And/or

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

The Partnerships activities will be as fully integrated into the curriculum of the participating pupils as possible through language acquisition lessons and in geography study lessons. They will also play a part in pupil voice activities and citizenship lessons.

All partnership schools will ensure that the language learning activities are on-going activities and are embedded into the regular curriculum so that they have a much more effective impact on the learning of the pupils. This will enable skills to be built up in time for pupils to feel confident and competent when the study visits happen. The pupils will learn a variety of vocabulary and key phrases, which they have played a part devising, that enable them to have basic conversations and understand simple situations in school and life. The schools will try using video conferencing to help children see and hear other languages being spoken and video and audio clips made by the children will give them ownership of some of the activities.

Other themes that will be worked on in conjunction with language acquisition and cultural understanding are pupil voice, ICT, citizenship, geography and literature. This will make sure the partnership activities are across many areas of the curricula in all institutions schools.

In pupil voice sessions the pupils will learn how their partner schools involve children as decision makers and what impact this has on the learning, classroom environment, lessons and achievement and enjoyment. This learning will help pupils understand how their own school can give them a voice and what level of voice they have compared to their partner schools.

As children learn about the link country through study lesson and communicating with their partner schools they will be also gain an understanding of citizenship issues involved in cultural acceptance and tolerance of cultures and lifestyles.

As a lot of communication between partner schools will be via ICT tools the skills needed to use these tools will be gradually introduced as distinct skills and then applied in partnership activities alongside their use in the regular curricula. This will give them a status that allows pupils to see the skills as regular skills across their learning and not as solely used in partnership activities. The use of shared blogs and e-mailing will provide quick and simple communication between partners and thus make the partnership flow fluently and not have people waiting for communications to come by post.

The partnership has decided to utilise literature in the form of shared text that the pupils can have in common to work in lessons with. These text maybe by famous national authors of the countries involved in the partnership or text well known in each country. The choices of books will highly involve the pupils of the partnership schools who will be given choices to nominate and suggest reason for using specific text. The choices of books could also involve books with social and cultural issues which would support one of the aims of the partnership.

## **5.11 DISSEMINATION AND USE OF RESULTS**

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

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

For some of the partnership schools, the activities involved will be new and therefore will be used to disseminate to the rest of the school how well the language acquisition and gain in cultural understanding has benefitted from the activities. In these schools the learning will be passed on to the whole staff and act as evidence and source for training material and structure for integration of the findings into curricula.

In partnership schools the understanding and knowledge will prove useful for identifying strengths and weaknesses of the project and its activities which will act as stimulus for development and improvement of structures and organisation aspects.

Presentation and publications will be completed by all partnership schools that document their learning and findings from the partnership activities and these will be used to support school development plans and inform the leadership of the school on future practice.

At leaders meetings the schools reviews and evaluations will be regularly updated and a newsletter update created for dissemination to partnership schools and locally.

At the end of the timeframe for the partnership, the results of the partnership will be turned into a final case study publication, which will be sent to other schools or other interested organisations both locally, nationally and across the wider learning community.

During the study visits the partnership schools will invite local media to observe activities and send out press releases to the relevant organisations in each partnership country. These will enable heightened awareness in the local learning community and opportunities for other institutions to extend partnerships and use the partnerships ideas and activities.

Events will be held which celebrate the partnership and its activities and publicise its findings. These events will also draw the attention of others to your activities within the Comenius School Partnership and show the effects of its work on partnership schools and on their pupils.

Workshops will be offered in partner institution countries to pass on findings to other schools, networks and organisations and agencies that are looking to complete similar activities.

Two schools that are parts of teacher education will involve student teachers in the project giving them a model of European cooperation and at the same time disseminate experiences received from a project.

The evaluation of results of the partnership against its aims and objectives will allow institutions to use the findings in future teaching and activities and continue the cooperation with partner schools in improved and advanced ways, even after the end of the funding period.

At the end of the partnership timescale a celebration event will be held to publicise and distribute the final case study of the partnership.

## **6. PROPOSED ACTIVITY DATA**

### **6.1 WORK PROGRAMME: PLANNED ACTIVITIES, INCLUDING MOBILITY ACTIVITIES, OF EACH PARTICIPATING ORGANISATION**

#### Educational activities

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for both academic years 2009/10 and 2010/11, in a chronological order. The eligibility period of activities starts on 1 August 2009 and ends on 31 July 2011.

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 (e.g.

Comenius Network conferences). Mobility can be undertaken by staff and pupils 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<sup>1</sup> (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

Please note: if an institution's mobility activities involve staff or pupils 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.

Approx. starting date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
Sep 2009	<b><u>Language Learning and Cultural Understanding integrated into schools curricula</u></b> All partnership schools will start activities within curricula that promote language learning and cultural understanding.		All
Nov 2009	<b><u>Initial Leader Meeting – finalise and plan arrangements and for partnership activities</u></b> Mobilities – Finland (2 Adult), Germany1 (2 Adult), Germany2 (2 Adult), Austria (2 Adult)	UK	All (Finland, Germany, Austria, UK)
Apr 2010	<b><u>Austria to Finland Study visit</u></b> Mobilities (Austria) – 20 pupil mobilities + 4 Adult mobilities Mobilities (UK1) – 1 Adult Mobilities (UK2) – 1 Adult Mobilities (Germany1) – 1 Adult Mobilities (Germany2) – 1 Adult	Finland	Finland/Austria/UK/Germany
May 2010	<b><u>Leader Meeting – Review and evaluate partnership activities</u></b> Mobilities – UK1 (1 Adult), UK2 (1 Adult), Germany1 (1 Adult), Germany2 (1 Adult), Austria (1 Adult)	Finland	All (Finland, Germany, Austria, UK)
June 2010	<b><u>UK1 to Germany1 Study visit</u></b> Mobilities (UK1) – 35 pupil mobilities + 7 Adult mobilities Mobilities (Austria) – 1 Adult	Germany	Germany/UK/Finland/Austria
June 2010	<b><u>UK2 to Germany2 Study visit</u></b> Mobilities (UK2) – 20 pupil mobilities + 4 Adult mobilities Mobilities (Austria) – 1 Adult	Germany	Germany/UK/Finland/Austria
June 2010	<b><u>Germany1 to UK1 Study visit</u></b> Mobilities (Germany1) – 30 pupil mobilities + 6 Adult mobilities Mobilities (Austria) – 1 Adult	UK	Germany/UK/Finland/Austria
June 2010	<b><u>Germany2 to UK2 Study visit</u></b> Mobilities (Germany2) – 30 pupil mobilities + 6 Adult mobilities Mobilities (Austria) – 1 Adult	UK	Germany/UK/Finland/Austria
Jul 2010	<b><u>Language Learning and Cultural Understanding integrated into schools curricula</u></b> All partnership schools will review Language Learning and Cultural Understanding activities within curricula.		All
Sep 2010	<b><u>Language Learning and Cultural Understanding integrated into schools curricula</u></b> All partnership schools will start revised activities within curricula that promote language learning and cultural understanding based on evaluation of previous years.		All
Nov 2010	<b><u>Leader Meeting – Review and evaluate partnership activities</u></b> Mobilities – UK1 (1 Adult), UK2 (1 Adult), Finland (2 Adult), Austria (1 Adult)	Germany	All (Finland, Germany, Austria, UK)
Apr 2011	<b><u>Finland to Austria Study visit</u></b> Mobilities (Finland) – 20 pupil mobilities + 4 Adult mobilities Mobilities (UK1) – 1 Adult	Austria	Finland/Austria/UK/Germany

<sup>1</sup> "In-country" mobility to or from Overseas Countries and Territories and ultra-peripheral regions of the EU will also be considered as transnational mobility, e.g. mobility by a beneficiary from mainland France to a partner in Martinique.

Approx. starting date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
	Mobilities (UK2) – 1 Adult Mobilities (Germany1) – 1 Adult Mobilities (Germany2) – 1 Adult		
May 2011	<b>Leader Meeting – Review and evaluate partnership activities</b> Mobilities – UK1 (1 Adult), UK2 (1 Adult), Finland (2 Adult), Germany1 (1 Adult), Germany2 (1 Adult)	Austria	All (Finland, Germany, Austria, UK)
June 2011	<b>UK1 to Germany1 Study visit</b> Mobilities (UK1) – 35 pupil mobilities + 7 Adult mobilities Mobilities (Austria) – 1 Adult	Germany	Germany/UK/Finland/Austria
June 2011	<b>UK2 to Germany2 Study visit</b> Mobilities (UK) – 20 pupil mobilities + 4 Adult mobilities Mobilities (Austria) – 1 Adult	Germany	Germany/UK/Finland/Austria
June 2011	<b>Germany1 to UK1 Study visit</b> Mobilities (Germany) – 30 pupil mobilities + 6 Adult mobilities Mobilities (Austria) – 1 Adult	UK	Germany/UK/Finland/Austria
June 2011	<b>Germany2 to UK2 Study visit</b> Mobilities (Germany) – 30 pupil mobilities + 6 Adult mobilities Mobilities (Austria) – 1 Adult	UK	Germany/UK/Finland/Austria
July 2011	<b>Final Leader Meeting – publicise and distribute final case study</b> Mobilities – Finland (2 Adult), Germany1 (2 Adult), Germany2 (2 Adult), UK1 (2 Adult), UK2 (2 Adult),	Austria	All (Finland, Germany, Austria, UK)

## 6.2 NUMBER OF PUPILS AND STAFF INVOLVED IN THE PARTNERSHIP IN EACH OF THE PARTICIPATING ORGANISATIONS

(=persons taking part in Partnership activities, both local activities and/or mobility)

Name of participating organisation	Country	Total nr of pupils involved	Total nr of staff involved
UK – Lark Rise	UK	90	8
UK – Caddington	UK	60	6
Germany – Harmonie	Germany	90	12
Germany - Eitorf	Germany	45	12
Finland -	Finland	60	8
Austria -	Austria	26	4

## 6.3 EXPECTED RESULTS, INCLUDING PRODUCTS IF RELEVANT

Nr	Approx. date	Description
1	Sep 2009	Partnership communication website created with all partnership schools teachers registered ready for partnership activities to be completed.
2	Oct 2009	Pupil baseline language and cultural assessments completed
3	Oct 2009	Cultural Understanding scheme of work agreed and in place ready for teaching.
4	Oct 2009	Pupil created language scheme of key phrases and vocabulary created for language acquisition lessons.
5	Oct 2009	E-mail links between pupils in partnerships created.
6	Nov 2009	Leaders meeting 1 review completed
7	Nov 2009	Austria to Finland study visit basic outline created and tasks listed for leaders to complete.
8	Dec 2009	Germany 1 to UK1 Germany 2 to UK2

Nr	Approx. date	Description
		UK1 to Germany1 UK2 to Germany2 Study visit basic outline created and tasks listed for leaders to complete.
9	Feb 2010	Pupil/staff partnership review 1 completed
10	Apr 2010	Austria to Finland Study Visit completed and learning walk forms completed.
11	Apr 2010	Pupil/staff evaluations of Study Visit completed.
12	May 2010	Leaders meeting 2 review completed
13	June 2010	Germany 1 to UK1 Germany 2 to UK2 UK1 to Germany1 UK2 to Germany2 Study Visits completed and learning walk forms completed.
14	June 2010	Pupil/staff evaluations of Study Visit completed.
15	Jul 2010	Cultural Understanding scheme of work evaluations completed by pupils/staff.
16	Jul 2010	Pupil created language scheme of key phrases and vocabulary evaluations completed by pupils/staff.
17	Jul 2010	Pupil/staff partnership review 2 completed
18	Sep 2010	Reviewed Cultural Understanding scheme of work in use.
19	Sep 2010	Reviewed Pupil created language scheme of key phrases and vocabulary in use in lessons.
20	Nov 2010	Leaders meeting 3 review completed
21	Nov 2010	Finland to Austria study visit basic outline created and tasks listed for leaders to complete.
22	Dec 2010	Germany 1 to UK1 Germany 2 to UK2 UK1 to Germany1 UK2 to Germany2 Study visit basic outline reviewed and tasks listed for leaders to complete.
23	Feb 2011	Pupil/staff partnership review 3 completed
24	Apr 2011	Finland to Austria Study Visit completed and learning walk forms completed.
25	Apr 2011	Pupil/staff evaluations of Study Visit completed.
26	May 2011	Leaders meeting 4 review completed
27	June 2011	Germany 1 to UK1 Germany 2 to UK2 UK1 to Germany1 UK2 to Germany2 Study Visits completed and learning walk forms completed.
28	June 2011	Pupil/staff evaluations of Study Visit completed.
29	Jul 2011	Pupil/staff partnership review 4 completed
30	Jul 2011	Leaders meeting 5 Partnership Case Study completed using reviews and evaluations against objectives Celebrations and Dissemination Meetings held in each partnership country to share findings and activities with local and national communities.

## 7. 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 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.**

<b>Participating organisation</b>	<b>Country</b>	<b>Partnership type</b> [Table G – mobility action types]	<b>Nr of planned out going mobilities(pupils)</b>	<b>Nr of planned out going mobilities (staff<sup>2</sup>)</b>	<b>T</b>
<b>Lark Rise Lower</b>	<b>UK</b>	<b>COM-24M</b> (Multilateral / High nr of mobilities - min. 24)	<b>70</b>	<b>21</b>	
<b>Grundschule Harmonie</b>	<b>Germany</b>	<b>COM-24M</b> (Multilateral / High nr of mobilities - min. 24)	<b>60</b>	<b>20</b>	
<b>Grundschule Eitorf</b>	<b>Germany</b>	<b>COM-24M</b> (Multilateral / High nr of mobilities - min. 24)	<b>60</b>	<b>20</b>	
<b>Caddington Village School</b>	<b>UK</b>	<b>COM-24M</b> (Multilateral / High nr of mobilities - min. 24)	<b>40</b>	<b>15</b>	
<b>Pädagogische Hochschule Kärnten/Viktor Frankl Hochschule Praxishauptschule</b>	<b>Austria</b>	<b>COM-24M</b> (Multilateral / High nr of mobilities - min. 24)	<b>20</b>	<b>16</b>	
<b>Hämeenlinnan normaalikoulu</b>	<b>Finland</b>	<b>COM-24M</b> (Multilateral / High nr of mobilities - min. 24)	<b>20</b>	<b>12</b>	

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<sup>2</sup> Including accompanying persons