



# Compendium

*Contact Seminar on Long-term Study Mobility of Pupils*

24th-27th October 2018, Santa Cruz de Tenerife (Spain)

## ORGANISATIONS

<b>AUSTRIA</b>		
GRG11 Geringergasse (grammar school)	Age of pupils: 10-18 Town: Vienna	6
BG + BRG Bad Ischl	Age of pupils: 10-18 Town: Bad Ischl	7
Bundesgymnasium Horn	Age of pupils: 10-18 Town: Horn	8
BHAK BHAS Oberpullendorf	Age of pupils: 14-19 Town: Oberpullendorf	9
Volksschule Krumegg	Age of pupils: 6-10 Town: St. Marein bei Graz	11

<b>BULGARIA</b>		
High School of Mathematics ´Acad. Kiril Popov	Age of pupils: 12-19 Town: Plovdiv	12

<b>CROATIA</b>		
Srednja škola Čakovec	Age of pupils: 14-20 Town: Čakovec	13
Srednja škola Bedekovčina	Age of pupils: 15-19 Town: Bedekovčina	15
Prva Gimnazija Varaždin	Age of pupils: 15-19 Town: Varaždin	17

<b>CZECH REPUBLIC</b>		
Gymnázium F. M. Pelcla, Rychnov nad Kněžnou	Age of pupils: 11-19 Town: Rychnov nad Kněžnou	19

<b>DENMARK</b>		
Svenstrup Skole	Age of pupils: 14-16 Town: Aalborg	21
Auraskolen	Age of pupils: 6-16 Town: Esbjerg	22
Toemmerup Fri- og Efterskole	Age of pupils: 6-16 Town: Kalundborg	24
10iCampus	Age of pupils: 16-18 Town: Varde	25

<b>ESTONIA</b>		
Põlva Roosi school	Age of pupils: 7-18 Town: Põlva	27
Kostivere Kool	Age of pupils: 7-16 Town: Harjumaa	29
Tallinna Kristiine Gümnaasium	Age of pupils: 7-18 Town: Tallinn	30

<b>FINLAND</b>		
Leppavirta Upper Secondary School	Age of pupils: 15-19 Town: Leppavirta	31
Nousiaisten lukio	Age of pupils: 15-19 Town: Nousiainen	32

<b>FRANCIA</b>		
Cité Scolaire Maurice Ravel, lycée-collège	Age of pupils: 11-18 Town: Saint-Jean-de-Luz	34
Collège Paul Émile Victor	Age of pupils: 11-15 Town: Rillieux La Pape	35
Spanish International Section of Lycée International de Strasbourg	Age of pupils: 15-18 Town: Strasbourg	36
Victor Hugo School	Age of pupils: 10-15 Town: Paris	37
Lycée Privé Polyvalent Roc Fleuri	Age of pupils: 14-10 Town: Ruffec	38
College Olympe de Gouges de Vélines	Age of pupils: 11-15 Town: Vélines	39
Lycée Pape Clément	Age of pupils: 15-18 Town: Pessac	40

<b>GERMANY</b>		
Gymnasium Nordhorn	Age of pupils: 10-18 Town: Nordhorn	41
Alfred-Wegener-Schule Kirchhain	Age of pupils: 14-19 Town: Kirchhain	42
Gesamtschule Eschweiler	Age of pupils: 11-19 Town: Eschweiler	43
Primary and Middle School Weilerstreet in Munich	Age of pupils: 10-18 Town: Munich	44
IGS Morbach	Age of pupils: 10-19 Town: Morbach	45
Gymnasium Philippinum Marburg	Age of pupils: 10-19 Town: Marburg	46

<b>HUNGARY</b>		
Váci Madách Imre Gimnázium	Age of pupils: 14-19 Town: Vác	47
Szeberényi Gusztáv Adolf Evangélikus Gimnázium, Művészeti Szakgimnázium	Age of pupils: 3-20 Town: Békéscsaba	49

<b>ICELAND</b>		
Borgarholtsskóli	Age of pupils: 16-20 Town: Reykjavík	51
Framhaldsskólinn á Laugum	Age of pupils: 16-22 Town: Laugar	55
Framhaldsskólinn á Húsavík	Age of pupils: 16-20 Town: Húsavík	56

<b>ITALY</b>		
Istituto Statale Pascasino- Liceo delle Scienze Umane- Liceo Economico- Sociale- Liceo	Age of pupils: 14-18 Town: Marsala	57
Istituto Cultura e Lingue Marcelline	Age of pupils: 14-19 Town: Milano	59
IISS Ricciotto Canudo	Age of pupils: 14-19 Town: Gioia del Colle	61
Istituto d'Istruzione Superiore Marconi Da Vinci Piacenza	Age of pupils: 14-19 Town: Piacenza	63

<b>LATVIA</b>		
Ogres 1. vidusskola	Age of pupils: 7-40 Town: Ogre	64

<b>LIECHTENSTEIN</b>		
Schulamt Fürstentum Liechtenstein/Realschule Balzers	Age of pupils: 12-16 Town: Vaduz/Balzers	65

<b>NETHERLANDS</b>		
Sint Michaël College	Age of pupils: 12-18 Town: Zaandam	66

<b>POLAND</b>		
ZSEG w Żywcu	Age of pupils: 16-20 Town: Żywiec	67
I Liceum Ogólnokształcące i. M. Kopernika w Żywcu / 1st Nicolaus Copernicus High School	Age of pupils: 16-19 Town: Żywiec	68
Zespół Szkół Ponadgimnazjalnych nr 2 w Kielcach	Age of pupils: 15-18 Town: Kielce	69

<b>SPAIN</b>		
IES Ribera del Jalón	Age of pupils: 12-19 Town: Arcos de Jalón (Soria)	71
IES La Minilla	Age of pupils: 12-20 Town: Las Palmas de Gran Canaria (Canary Islands)	72
IES Los Cristianos	Age of pupils: 12-18 Town: Arona (Canary Islands)	74
IES Príncipe Felipe	Age of pupils: 12-18 Town: Madrid	76
Institut Montilivi	Age of pupils: 12-20 Town: Girona (Catalonia)	78
IES Canónigo Manchón	Age of pupils: 12-20 Town: Crevillent (Valencian Community)	81
IES Vecindario	Age of pupils: 12-18 Town: Vecindario (Canary Islands)	83
IES Cap de L'Aljub	Age of pupils: 12-65 Town: Santa Pola (Valencian Community)	85
IES Alto Guadiana	Age of pupils: 15-17 Town: Tomelloso (Castilla La Mancha)	86
CEO Rey Juan Carlos I	Age of pupils: Town: Valleseco (Canary Islands)	88

<b>SWEDEN</b>		
Falkenbergsgymnasieskola	Age of pupils: 16-19 Town: Falkenberg	90
Tibble Fristående Gymnasium	Age of pupils: 15-19 Town: Täby	92
Drottning Blanka Söderport	Age of pupils: 16-20 Town: Malmö	94
Drottning Blankas Gymnasieskola	Age of pupils: 16-19 Town: Göteborg	96

**PARTICIPANT PROFILE SHEET**  
**TCA Long-term Study Mobility of Pupils**  
**(School Exchange Partnerships)**

**Santa Cruz de Tenerife, Spain, 24<sup>th</sup>-27<sup>th</sup> October, 2018**



**COUNTRY:** Austria

PARTICIPANT		ORGANISATION	
<b>Name</b>	Klaus	<b>Name</b>	GRG11 Geringergasse (grammar school)
<b>Family name</b>	Wurzwallner	<b>Type of organisation</b>	Public
<b>Position</b>	English and History teacher, administrator (principal's assistant)	<b>Number of employees</b>	120
<b>Email address</b>	klaus.wurzwallner@g11.ac.at	<b>Address</b>	Geringergasse 2 1110, Vienna Austria
<b>Spoken languages</b>	German (mother tongue), English (C2), French (B1)	<b>Contact</b>	sek2.grg11@911026.ssr-wien.gv.at http://www.g11.ac.at
ORGANIZATION			
<b>Age of pupils</b>	10-18		
<b>Number of pupils</b>	870		
<b>Short description of your organisation</b>	The GRG11 Geringergasse is a public secondary school (comparable to English grammar school) with 870 students and 120 teachers this year. The curriculum focuses on three different branches: - languages (including bilingual teaching), - natural sciences and IT, - sports and economics. The school is located in Vienna's 11th district, Simmering, which has a culturally mixed population. Therefore the students come from various cultural, religious, linguistic, and educational backgrounds. Diversity and integration are major concerns in the school's profile.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	My major focus lies on cultural exchange and mobility, diversity, and sustainability. Other fields of interests are digitalisation (including awareness-raising in terms of use and abuse of digital data ('fake news'), as well as privacy), and - as an English teacher - language learning.		
<b>Departments/subject areas that might be involved in the partnership</b>	Natural sciences, media studies, English, geography, arts, history		
<b>Experience with national/international cooperative projects</b>	The school took part in a two-year Comenius partnership from 2012 to 2014 with schools from Greece, Italy, Poland, Spain, and Turkey. The project focused on life-long learning and cultural awareness as well as long-term student exchange.		
<b>Institution strengths from which the partnership can benefit</b>	The school has a long tradition of partnerships with various organisations, ranging from universities and partner schools to different local companies, including science projects. The staff is young, flexible and mobile. The partnership can also benefit from the different cultural backgrounds of the students and the great diversity of languages that are spoken in the students' families.		
<b>Ideas on how to integrate LTM in the project</b>	Enable students to collaborate and communicate with students from other countries via social/digital/new media.		

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**COUNTRY:** Austria

PARTICIPANT		ORGANISATION	
<b>Name</b>	Judith	<b>Name</b>	BG + BRG Bad Ischl
<b>Family name</b>	Bachinger	<b>Type of organisation</b>	Public
<b>Position</b>	teacher for german, latin, drama and rhetoric	<b>Number of employees</b>	65
<b>Email address</b>	judith.bachinger@bildung.gv.at	<b>Address</b>	Grazerstraße 27 4820, Bad Ischl Austria
<b>Spoken languages</b>	german, english, spanish	<b>Contact</b>	info@gymbadischl.at www.gymbadischl.at
ORGANIZATION			
<b>Age of pupils</b>	10 - 18		
<b>Number of pupils</b>	about 600		
<b>Short description of your organisation</b>	Gymnasium (Austrian secondary education school) for students between 10 an 18; type with emphasis on science and type with emphasis on languages		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We are interested in realizing creative projects, combining music, arts and drama. We just started thinking about future visions on the basis of our daily experiences, political tendencies and famous literary works and it would be great to work on this topic		
<b>Departments/subject areas that might be involved in the partnership</b>	We are also interested to work on 'waste' (plastic and so on, but also 'waste' in language ....) ; So environmental protection could also be an intresting subject for us. The subject should be treated creatively as well.		
<b>Experience with national/international cooperative projects</b>	No experience so far.		
<b>Institution strengths from which the partnership can benefit</b>	drama group and choir do exist, several teachers educated in supporting highly talented students, beautiful old theater in town for performances institution is located in a small and safe town, where everything is in walking distance		
<b>Ideas on how to integrate LTM in the project</b>	Future visions could be observed over years - how they change, if they get better or worse.		

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**COUNTRY:** Austria



PARTICIPANT		ORGANISATION	
<b>Name</b>	Susanne	<b>Name</b>	Bundesgymnasium Horn
<b>Family name</b>	Rösslhuber	<b>Type of organisation</b>	Public
<b>Position</b>	Spanish, Music	<b>Number of employees</b>	about 60
<b>Email address</b>	roess@gmx.at	<b>Address</b>	Puechhaimgasse 21 3580, Horn Austria
<b>Spoken languages</b>	German, English. Spanish	<b>Contact</b>	direktor@bghorn.ac.at www.bghorn.ac.at
ORGANIZATION			
<b>Age of pupils</b>	10-18		
<b>Number of pupils</b>	about 550		
<b>Short description of your organisation</b>	Medium sized grammar school. 80 km away from Vienna, near the Czech border. Pupils from 10 to 18. At the age of 14 pupils decide either to focus on languages or on science.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	My principal aim is to create partnerships between our school and other schools in Europe. We are interested in getting in touch with schools in countries where the languages that we teach here are spoken, such as English, French and Spanish. Moreover, we would appreciate partnerships with schools in any other European country as we consider it valuable to expand pupils' horizons by being introduced to different cultures, customs and languages.		
<b>Departments/subject areas that might be involved in the partnership</b>	Involved subjects are: English, French, Spanish, History, Geography, Music, Arts, Economics, Sports, Ethics		
<b>Experience with national/international cooperative projects</b>	Cooperation with Dr Karla Polesného Gymnazium, Znaim, Czech Republic Hindu Vidayapeeth School in Kathmandu, Nepal Exchange students mainly from the USA, Latin America, China and Italy Refugees from Syria, Afghanistan and Iraq		
<b>Institution strengths from which the partnership can benefit</b>	Number of friendly host families who are prepared to have foreign students or teachers Tuition with experienced teachers in German as a second language and the possibility to acquire an internationally acknowledged language diploma (ÖSD Sprachzertifikate levels A1, A2 and B1, B2)		
<b>Ideas on how to integrate LTM in the project</b>	Team teaching with native speakers		

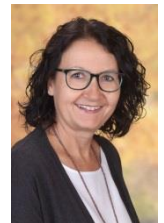


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**COUNTRY:** Austria



PARTICIPANT		ORGANISATION	
<b>Name</b>	Sigrid	<b>Name</b>	BHAK BHAS Oberpullendorf
<b>Family name</b>	Murschenhofer	<b>Type of organisation</b>	Public
<b>Position</b>	teacher of french, italian and spanish	<b>Number of employees</b>	~ 40
<b>Email address</b>	s.murschenhofer@hak-op.at	<b>Address</b>	Gymnasiumstraße 19 7350, Oberpullendorf Austria
<b>Spoken languages</b>	french, italian, spanish, english	<b>Contact</b>	bhakhbas.oberpullendorf@lsr-bgld.gv.at www.hak-op.at
ORGANIZATION			
<b>Age of pupils</b>	14-19		
<b>Number of pupils</b>	~ 300		
<b>Short description of your organisation</b>	<p>The BHAK/BAS Oberpullendorf is a school providing business management training on a secondary level either in a three-year course (Handelsschule) or in a five-year course (Handelsakademie). It is located in Oberpullendorf, the district capital of the district Oberpullendorf, in the east of Austria, in rural environment close to the border to Hungary. The students come from the surrounding area, mainly the district of Oberpullendorf and some from the neighbouring province (Lower Austria) and from Hungary. The students show a wide variety of background, the students that attend the three-year form basically come from underprivileged background (migrant, ethnic minority, socially disadvantaged,?) The school offers profound commercial education in connection with language skills in two languages at least, with practical relevance and with provision of social skills and sound general education. The European dimension or aspect is one that is valued at a high level in our school.</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	diversity inclusion preparation of public places to people's special needs ecology ICT - websites, questionnaires, internet investigation, presentations Students' preparation to the labour market		
<b>Departments/subject areas that might be involved in the partnership</b>	Languages History, geography Maths ICT enterprises of the region		
<b>Experience with national/international cooperative projects</b>	<p>At present our school is running an Erasmus+ School-partnership named 'EU e-energy story' working on the different ways of providing energy in the 6 partner-countries. Since the Erasmus+ program was created we had one School-partnership of 36 months and three School-partnerships of 24 months. Our students are highly interested in participation. Until now the students who were participating in the project, were hosting their partner-students at their houses so that they could live in families and get to know differences and similarities in the various European countries. We had very good experiences with short working internships in enterprises of the region of every school. The highlight of two of our projects was the last meeting in France with the possibility to present our projects to the MEPs of different partner countries.</p>		

<b>Institution strengths from which the partnership can benefit</b>	<p>We are a commercial and business school, so that our students are highly prepared to the labour market. Our students have good ICT knowledge. We can organize short work experiences in enterprises of the region. Partner students are welcome in our students' families.</p>
<b>Ideas on how to integrate LTM in the project</b>	<p>Some of our students are very interested in Long-Term-Mobilities. If students can leave only for 60 days, the mobilities should be organized at the end of a half-year-period, so that the students can finish school earlier and go abroad. If possible we would suggest to let students leave for 4 months for to avoid that they need to communicate all the time with the school at home and stay one whole half-year-period in another country. Our students learn english (1st foreign language) and spanish or italian (2nd foreign language) - so an english-speaking country, Italy and Spain would be preferable for our students.</p>

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**COUNTRY:** Austria



PARTICIPANT		ORGANISATION	
<b>Name</b>	Jesica	<b>Name</b>	Volksschule Krumegg
<b>Family name</b>	Rittstieg	<b>Type of organisation</b>	Public
<b>Position</b>	Primary teacher (classteacher), all subjects except Religion	<b>Number of employees</b>	7
<b>Email address</b>	rittstieg@inode.at	<b>Address</b>	Krumegg 11 8323, St. Marein bei Graz
<b>Spoken languages</b>	English, Spanish	<b>Contact</b>	+43 664 88 2596 88 <a href="mailto:direktion@vs-stmarein-krumegg.at">direktion@vs-stmarein-krumegg.at</a> <a href="https://www.vs-krumegg.at">https://www.vs-krumegg.at</a>
ORGANIZATION			
<b>Age of pupils</b>	6-10		
<b>Number of pupils</b>	57		
<b>The way you are planning to get involved in the Erasmus+ programme</b>			
<b>Short description of your organisation</b>	My school is a very small school with only 57 pupils. In my class there are 11 pupils. The school is situated in a small village with 1400 residents. The nearest City is called Graz and it is about 15km away. This year I started to work in this school and I teach year 3. My headmistress is responsible for two schools. The second school is in St. Marein bei Graz.		
<b>Areas/topics you would like to address in your project</b>	Currently I don't have Ideas for a special project but my offers are: A project in Arts: National Artists Culture learning: National Celebrations around the year English (very basic in Primary school): Finding penfriends to write letters Maths: Measurements, Science: Animals, Environment, experiments, the earth		
<b>Departments/subject areas that might be involved in the partnership</b>	English, Science, Maths, Arts,		
<b>Experience with national/international cooperative projects</b>	Three years ago I had an Erasmus+ Student for a placement in my class. Her name was Shalowma and she lives in London. She stayed in Austria for one year. It was great!		
<b>Institution strengths from which the partnership can benefit</b>	Our pupils are very motivated and they want to learn more about other cultures and countries. Because of our small number of pupils, we can work very intensely.		
<b>Ideas on how to integrate LTM in the project</b>	It would be great, to do an exchange with the partnershipschool. I would really like to visit my partnership school and I would invite the teacher from the other school, to visit my pupils and me! That would be great.		

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**COUNTRY:** Bulgaria

PARTICIPANT		ORGANISATION	
<b>Name</b>	Atanas	<b>Name</b>	High School of Mathematics 'Acad. Kiril Popov'
<b>Family name</b>	Atanassoff	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher of English as a foreign language	<b>Number of employees</b>	90+
<b>Email address</b>	a_atanassoff@yahoo.com	<b>Address</b>	11 Chemshir str, Plovdiv 4000, Plovdiv Bulgaria
<b>Spoken languages</b>	Bulgarian, English	<b>Contact</b>	omg_plovdiv@abv.bg <a href="https://omg-bg.com">https://omg-bg.com</a>
ORGANIZATION			
<b>Age of pupils</b>	12-19		
<b>Number of pupils</b>	900-1000		
<b>Short description of your organisation</b>	Specialised high school with mathematics&computer science-focused curriculum.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Good practices in changing/adapting school curriculum for young learners to live topics of interest		
<b>Departments/subject areas that might be involved in the partnership</b>	Leadership and motivation of young learners		
<b>Experience with national/international cooperative projects</b>	8 years of experience in managing international projects in production {unrelated area}; no experience with educational projects		
<b>Institution strengths from which the partnership can benefit</b>	Implementation of technology in the scholastic process		
<b>Ideas on how to integrate LTM in the project</b>	Through development of effective tools for encouraging communication between young learners, i.e. focusing on development of curiosity and courage to communicate; Through sharing best practices experience at teaching level, i.e. developing virtual sharing platforms and organising virtual and personal forums for teachers at international level.		

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**COUNTRY:** Croatia

PARTICIPANT		ORGANISATION	
<b>Name</b>	Mladen	<b>Name</b>	Srednja škola Čakovec
<b>Family name</b>	Tota	<b>Type of organisation</b>	Public
<b>Position</b>	Geography and History teacher; Erasmus+ project coordinator	<b>Number of employees</b>	75
<b>Email address</b>	mladen.tota@gmail.com	<b>Address</b>	Jakova Gotovca 2 40000, Čakovec Croatia
<b>Spoken languages</b>	Croatian, English	<b>Contact</b>	ured@ss-cakovec.skole.hr <a href="http://www.ss-cakovec.skole.hr/">http://www.ss-cakovec.skole.hr/</a>
ORGANIZATION			
<b>Age of pupils</b>	14-20		
<b>Number of pupils</b>	450		
<b>Short description of your organisation</b>	<p>Čakovec High School is the youngest middle school in the Međimurje County. It is a public high school institution founded by the Association of Baptist Churches of the Republic of Croatia and the Baptist Church with the Pastoral Center in Čakovec. It was founded by a founding act that its founders brought 11.11.2009. years. In our school students are educated in the education sector: 1. Gymnasium 2. Health and Social Welfare In the health and social care sector we educate our students for occupations: nurse / general care technician, physiotherapist and carer. In addition to theoretical and practical regular teaching, the school also organizes optional classes, depending on the student's interest. Practical lessons are organized in school cabinets, while most of the practical classes are taught by specialized classrooms organized in the complex of the County Hospital of Čakovec. Within the school there is also a student home where 56 students from all over Croatia are located. A large number of users are home to Roma pupils and the school promotes tolerance and the fight against discrimination. The school is open for cooperation with civil society organizations and hosts numerous lectures organized by National agencies.</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Long term teacher mobilities in the field of general subjects and education science (job shadowing) Long term students mobilities		
<b>Departments/subject areas that might be involved in the partnership</b>	Cultural heritage, foreign languages, literacy, history, local legends		

<b>Experience with national/international cooperative projects</b>	<p>Erasmus+ projects: - 2017 Project REF: 2017-1-HR01-KA102-035137 (92 students and 4 VET teachers) - partners from France, Germany, Slovenia, Malta - 2016 Project REF: 2016-1-HR01-KA102-021824 Name: The Mobility Bridge II (partner) (80 students, 2 VET teachers) - 2014 Project REF: 2014-1-HR01-KA102-000289 Name: The Mobility Bridge (partner) (60 students) - Juvenes Translatores - an international competition for young translators in EU countries from 2013 until today organized by the European Commission's Directorate for Written Translation in the Official and Unofficial section - 2016 One teacher and eight students within the EPA (Educational Travel to America) spent 12 days in the United States - Move Week - a project to promote physical activity in cooperation with ISCA (International Organization for Sport and Culture) - Skitnje med Murom i Dravom - MZOS project in the field of work with gifted students in cooperation with the Zeus Association and the Public Institution for Nature Protection and the County of Međimurje - applicant - Dresden Peace Academy - a project to promote tolerance and coexistence among peoples and cultures in cooperation with the Association of Evangelical Youth of Dresden and the Lutheran Church in Saskoj – partner</p>
<b>Institution strengths from which the partnership can benefit</b>	<p>Experience in international projects - KA1 Project team composed of experienced teachers and foreign language teachers Cooperation with firms and organisations from 6 countries Student home by the school for accommodating incoming teachers and students Large number of foreign languages taught in school: English, German, French, Spanish, Slovenian</p>
<b>Ideas on how to integrate LTM in the project</b>	<p>In accordance with our school European Development Plan, we have realised that taking part in projects is of great importance for the future of our school. Due to lack of financial means, the teachers are often limited in their professional development, and in this way we could provide them with long-term professional training that could offer them detailed and quality insight into the educational system of the host country, their working methods, ways of evaluation, process of developing and achieving outcomes, as well as the functioning of the entire educational system. They would also perfect their expertise in the subject they are teaching back home. After the mobility, they would transfer the acquired experience to the members of their experts' board and teachers' council, which would certainly improve the quality of teaching and contribute to the development of better school curriculum. We would also like to enable our students to spend a part of their education abroad, thus improving their language skills, making them more independent, teaching them how to function in a new environment, and acquainting them with cultural and historical specificities of host countries. In this way, they will grow as people, and we believe that the interest in the admission to our school will grow through quality dissemination.</p>

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**COUNTRY:** Croatia

PARTICIPANT		ORGANISATION	
<b>Name</b>	Sanja	<b>Name</b>	Srednja škola Bedekovčina
<b>Family name</b>	Markuš	<b>Type of organisation</b>	Public
<b>Position</b>	I am the vice principal and teacher in Architecture Department, teaching: drawing, description geometry, history of	<b>Number of employees</b>	120
<b>Email address</b>	smarkus1@gmail.com	<b>Address</b>	Ulica Ljudevita Gaja 1 49221, Bedekovčina Croatia
<b>Spoken languages</b>	English; basic German, Russian and French	<b>Contact</b>	sskola-bedekovcina@kr.t-com.hr <a href="http://ss-bedekovcina.skole.hr/">http://ss-bedekovcina.skole.hr/</a>
ORGANIZATION			
<b>Age of pupils</b>	15 - 19		
<b>Number of pupils</b>	650		
<b>Short description of your organisation</b>	Srednja škola Bedekovčina is vocational and technical secondary school of regional scope in the northern part of Croatia, 40 km from our capital Zagreb, educating pupils in the field of architecture, civil engineering, medicine and agriculture. The biggest, Architecture and Civil Engineering Department, has more than 60 years of experience in the field of vocational education in various school programs, from bricklayers, ceramists, painters, carpenters, stonemasons, construction fitters, crane operators?, to architectural and construction technicians. In Medicine Department nurses and physiotherapists and in Agriculture agricultural technicians, florists and gardeners are educated. The school has it's own well equipped workshops and is especially proud of certificated laboratories for pedology and building materials' testing. Our students always have excellent results on the state competition in vocational skills and knowledge and often continue their studying on high schools or at university.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We want to follow our European Development Strategy written in 2013, and for us is very important to make contacts with the foreign schools and develop further European projects. We are opened for all the topics under the general education: our intention is to increase our students' knowledge of foreign languages, communication skills and ICT, improve their interest for different countries encouraging them to appreciate the differences. The areas we'd like to address are: sustainable development, future cities, green buildings, zero energy houses, protection of the air, soil and waters on Earth, healthy living... protection of the cultural heritage... Another field of interest might be vocational area. Our school is educating pupils in specific fields whose technologies are developing very fast nowadays, but the main problems in vocational education in our school are: Rare using the new technologies in the vocational education (especially new software for vocational subjects), Insufficient skills for the future profession because of the lack of motivation to learn (misunderstanding, dull lessons, old pedagogical methods, absence of new technologies in the classroom), Low level of unification, for example, in technical drawing, calculations etc. in different European countries, especially nearby, important for our school.		

<b>Departments/subject areas that might be involved in the partnership</b>	Mathematics, physics, chemistry and biology, in English or German language, ICT, understanding history and geography as well. On the other side, if it is possible to find similar technical or vocational school, all vocational subjects in Architecture and Civil Engineering.
<b>Experience with national/international cooperative projects</b>	1. Comenius Multilateral School Partnership 'Travelling in Europe through Legends' 2. Comenius Multilateral School Partnership 'EU Teens in Searching of New Role Models' 3. Comenius Multilateral School Partnership 'IT or not IT?' 4. Leonardo da Vinci VETPRO 'New Methods and Technologies in Construction and Building/MAT-CAB' 5. Erasmus+ Strategic Partnership for Schools Only 'WAY TO GO - Paths of Life' 6. Erasmus+ Strategic Partnership 'Get on Your Bikes, Europe's Back in Business' 7. Erasmus+ strategic Partnership 'HERO - Heritage is Our Revolutionary Opportunity'
<b>Institution strengths from which the partnership can benefit</b>	škola Bedekovčina has great experience in international cooperation projects and has got partner schools all over Europe: from Iceland and Finland to Cyprus and Greece, from Portugal to Estonia... All partnerships were unforgettable experience and excellent way to learn how to cooperate and to learn a lot. Our headmistress is supporting Erasmus+ projects and our organization skills are good. Our teachers are highly motivated to work on European projects, our students, too. Most of our teachers could easily speak English and lessons could be in foreign language. As we have almost hundred teachers, all subjects might be involved, and teachers of various professions could be hosted or sent abroad. School has own students' dormitory which could long-term mobility of students make easier. Foreign students could easily integrate in the school's daily living accommodated with the Croatian students. In vocational field we could design project and involve students and teachers from all three our departments: Architecture&Civil Engineering, Medicine and Agriculture, and involve various vocational theoretical or practical subjects as the workshops in our school are well equipped and teachers are well educated.
<b>Ideas on how to integrate LTM in the project</b>	Implementation is possible in two different ways: 1. On this TCA in Spain probably find new partner schools with fresh ideas for the new partnership. Start writing a draft and after that the application for the next call of proposals for the beginning of the 2019. New partnership considers schools motivated to include long-term mobility of pupils and teachers thus making our partnership even stronger. Pupils included could be 1st - 4th grade (15 - 18 years old) and teachers mainly teaching general educational subjects, working on the topic chosen together with the future partners. 2. On the other side, projects under vocational education are also possible, maybe with the similar vocational schools. Our school already has contact numbers of the several similar vocational schools from Austria, Germany, Slovenia, France, and Spain, but maybe we could find new partners too. In 2015 the application for the common students' work on the bill of costs calculation for the kindergarten building in Celje, Slovenia, was great idea for the unification of this very important phase in the construction and civil engineering, but, unfortunately, wasn't successful. Our school will try to make the similar application in 2019 for the new project partnership under the vocational education, whose complex work results could be achieved only on the long-term mobility of partners' both pupils (15 - 19 years old) and teachers.



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**(School Exchange Partnerships)**

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**COUNTRY:** Croatia

PARTICIPANT		ORGANISATION	
<b>Name</b>	Vesna	<b>Name</b>	Prva Gimnazija Varaždin
<b>Family name</b>	Novosel- Martinić	<b>Type of organisation</b>	Public
<b>Position</b>	I am computer science teacher in Gymnasium. Before some time, I taught mathematics in primary school.	<b>Number of employees</b>	100
<b>Email address</b>	vesna.novosel-martinic@skole.hr	<b>Address</b>	Petra Preradovića 14 42000, Varaždin Croatia
<b>Spoken languages</b>	English, German	<b>Contact</b>	ured@gimnazija-varazdin.skole.hr <a href="http://www.gimnazija-varazdin.skole.hr/">http://www.gimnazija-varazdin.skole.hr/</a>
ORGANIZATION			
<b>Age of pupils</b>	15-19		
<b>Number of pupils</b>	750		
<b>Short description of your organisation</b>	<p>Prva gimnazija Varaždin today offers three national programmes (general, scientific and languages), bilingual programme in English/Croatian and the International Baccalaureate Diploma Program (IBDP). Also, students can take the German and Austrian language diploma exam. Students of the school have achieved the most outstanding results in the national and international sports and scientific competitions, including the Olympiad in mathematics, physics, informatics, chemistry and German. Besides activities of the regular programmes, there are extracurricular activities and groups which enable students to express their talents and creativity and to develop democratic skills and responsibility. Prva gimnazija Varaždin has been involved in a number of projects of the Council of Europe (e.g. Education for Democratic Citizenship) and European Commission (e.g. Comenius, Erasmus +, CARDS, INTERREG IIIA). Further, it is a member of the UNESCO's Associated Schools, working on the projects of promotion and protection of the national and global, cultural and natural heritage, as well as on the projects of the intercultural education. It is also ECDL (European Computer Driving License) test center, one of twenty e-schools in Croatia and the seat of the ICT Center of Excellence, as well as Biology Center of Excellence..</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>We in Prva gimnazija Varaždin are interested in this seminar, because we are looking for partners in a long-term exchange and mobility. We would like to participate and adopt new methods of teaching, learn about and understand different cultures, as well as share our experience with other colleagues. Our main motivation is to create new opportunities to broaden the experience of both students and teachers. We would like to develop models of a long-term exchange with 2 -3 European schools. Our school is interesting for a long-term exchange because of advantages which could respond to the interests and needs of co-operating schools.</p>		
<b>Departments/subject areas that might be involved in the partnership</b>	<p>I would try to find potential partners among other participants so that we could together develop models for new projects in 2019. Also I would inform and motivate colleagues in my school to contribute and participate in the projects. There is a constant need to present the materials to students in a way which makes them involved as much as possible so long-term exchange would mean looking for and discovering new possibilities, as well as contributing to implementation of curriculum reform through improvement of one's own practice of teaching based on gained experience.</p>		

<b>Experience with national/international cooperative projects</b>	As I have mentioned in past paragraphs, I am working in School, which has taken part in different activities. I have not been part of Erasmus+ projects before, but I am working in our ICT Center of Excellence. Also almost every year in last 5 years, I have taken part in ACSL (American Computer Science League) competition in USA with mine students. In our educational system, I am teacher adviser, because of mine experience and activities. During Mura-Drava Network - Mudranet project in 2000 I was exchange manager, and have managed exchanges of Schools from Croatia, Slovenia and Hungary.
<b>Institution strengths from which the partnership can benefit</b>	Our school is interesting for a long-term exchange because of advantages which could respond to the interests and needs of co-operating schools. Our strongest assets are highly motivated and extremely successful students who participate in numerous activities organized or partnered by our school. Besides national programme, our school offers bilingual ( 50 % of subjects in English) and IB programme which largely raises the possibility of a long-term exchange with foreign schools.
<b>Ideas on how to integrate LTM in the project</b>	We feel that our participation would be important because we are strongly motivated to contribute to the development of useful ideas and good practice among schools from different countries, which could later be used in other counties in Croatia. We would like to build a foundation for the development of an integral exchange model with the accent on the quality experience for participants, and after the seminar develop the details and implement the exchange.

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**COUNTRY:** Czech Republic

PARTICIPANT		ORGANISATION	
<b>Name</b>	Miluše (Mila)	<b>Name</b>	Gymnázium F. M. Pelcla, Rychnov nad Kněžnou
<b>Family name</b>	Chlumecká	<b>Type of organisation</b>	Public
<b>Position</b>	English teacher	<b>Number of employees</b>	42
<b>Email address</b>	chlumecka.miluse@grk-net.cz	<b>Address</b>	Hrdinů odboje 36 516 01, Rychnov nad Kněžnou Czech Republic
<b>Spoken languages</b>	Spanish (A1), German (A1+), Russian (A2), Chinese (A2)	<b>Contact</b>	gymrk@grk.cz www.grk.cz
ORGANIZATION			
<b>Age of pupils</b>	11 - 19		
<b>Number of pupils</b>	420		
<b>Short description of your organisation</b>	Gymnázium F. M. Pelcla was founded in 1714 and it has provided comprehensive education for more than 300 years. The school consists of two parts: multi-year secondary general school for students aged 11 - 19 and secondary general school (grammar school) for students aged 15 - 19. Both groups of the students are primarily prepared for their university studies. Currently, there are 450 students studying at the school, 330 students at the age of 15 - 19. As far as the curriculum is concerned, there are all general subjects taught in our school: Czech, Maths, History, Geography, Biology, Physics, Chemistry, Social Science, ICT, Physical Education, Music and Art. Concerning foreign languages, English is compulsory for all students. As for the second foreign language, students can choose from German, French, Spanish and Russian. Students of the last two years of their studies have a choice to enroll in voluntary classes to widen their knowledge of the subjects of their interest and to be well prepared for their university studies.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	In our project we would like to work on topics related to geography, biology, history, or tourism and include the CLIL methodology, e.g. 'Hiking in European mountains' or 'European rivers from the perspective of water management, fauna and flora, and sports and tourism'.		
<b>Departments/subject areas that might be involved in the partnership</b>	Geography, Biology, English, History, PE, ICT		
<b>Experience with national/international cooperative projects</b>	Currently we are working on an Erasmus+ project named 'Motivation2 + Talent = Success' (2016-1-BE02-KA219-017349_3). We are not the main coordinator. Except for this project we have never been involved in any of the projects within the Life-long Learning Programme.		

<b>Institution strengths from which the partnership can benefit</b>	<p>Our school is situated in a small town Rychnov nad Kněžnou (around 12,000 inhabitants) in eastern part of the Czech Republic, near the Orlické mountains, not far from the Polish border. The school is attended by students of diverse backgrounds from the surrounding areas, living at the foothills of the mountains. All the students have to pass the entrance exam to be accepted into our school. The students are mostly motivated and interested in various things, from music, astrophysics, playing chess, biology to learning Chinese. Although we have very little experience with European projects within the Lifelong Learning Programme or Erasmus+, our teachers are enthusiastic to work on new projects and find new methods to motivate their students.</p>
<b>Ideas on how to integrate LTM in the project</b>	<p>We believe our students will get extremely motivated when working on an international project. We are sure some of them will get interested in studying at a partner school to get a new experience in their education and improve their foreign languages. Also our school is ready to host students from a partner school and do our best to provide education of high quality.</p>

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**COUNTRY:** Denmark

PARTICIPANT		ORGANISATION	
<b>Name</b>	Helle	<b>Name</b>	Svenstrup Skole
<b>Family name</b>	Benzon	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher: danish, english, history, social studies, religion, philosophy, psychology. International Koordinator, IT-Admin	<b>Number of employees</b>	50
<b>Email address</b>	hellebenzon@hotmail.com	<b>Address</b>	Egemarksvej 1 9230, Aalborg SV Danmark
<b>Spoken languages</b>	danish, english, german	<b>Contact</b>	hellebenzon@hotmail.com <a href="https://svenstrupskole.dk/">https://svenstrupskole.dk/</a>
ORGANIZATION			
<b>Age of pupils</b>	14-16 yo		
<b>Number of pupils</b>	27 in my own class, and 26+25 in my other classes.		
<b>Short description of your organisation</b>	A public school located in the 3rd largest city in Denmark.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Refugees EU Culture Clashes in the Global Village Social mobility		
<b>Departments/subject areas that might be involved in the partnership</b>	Language Social Studies Religion History		
<b>Experience with national/international cooperative projects</b>	I have made Etwinning partnerships, and have cooperated with teachers from Belgium and the UK.		
<b>Institution strengths from which the partnership can benefit</b>	Ambitious students with good english skills.		
<b>Ideas on how to integrate LTM in the project</b>	We would like to have a school-partnership and visit the school with my own students next year. This we would like to make a tradition, and expand to student-exchange in the future. Not only with focus on strenghtening language skills, but also to broaden the students cultural horizons.		

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**COUNTRY:** Denmark

PARTICIPANT		ORGANISATION	
<b>Name</b>	Lisbeth	<b>Name</b>	Auraskolen
<b>Family name</b>	Kodal	<b>Type of organisation</b>	Public
<b>Position</b>	International coordinator / consultant	<b>Number of employees</b>	225
<b>Email address</b>	lisb0510@esbjergkommune.dk	<b>Address</b>	Gl Guldagervej 53 6710, Esbjerg V Denmark
<b>Spoken languages</b>	English, German, Danish	<b>Contact</b>	auraskolen@esbjergkommune.dk <a href="http://auraskolen.esbjergkommune.dk/">http://auraskolen.esbjergkommune.dk/</a>
ORGANIZATION			
<b>Age of pupils</b>	6 to 16 years old		
<b>Number of pupils</b>	app. 2000 (on 4 different locations)		
<b>Short description of your organisation</b>	Auraskolen is situated in Esbjerg Kommune, which is Denmark's fifth-largest municipality. You will find Esbjerg with its 115.000 inhabitants on the west coast of Denmark. We are neighbours to spectacular nature, cultural heritage; The Wadden Sea National Park and Ribe (Denmark's oldest town). Auraskolen is a municipal primary and lower secondary school and has 3 department-schools; Hjerting with 820 pupils (staff 60), Bryndum with 495 pupils (staff 42) and Sønderis with 640 pupils (staff 55). We teach preschool classes (age 5) till secondary school (age 15). Please find more details about our school system via this link: <a href="http://eng.uvm.dk/Education/Primary-and-Lower-Secondary-Education">http://eng.uvm.dk/Education/Primary-and-Lower-Secondary-Education</a>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	21st century skills to prepare the pupils/students for an unknown future at a global job market focus points: internationalization, digital skills, European citizenship we are interested in both Erasmus KA2 - 201 and 229 projects. Within the school profile, improving development in an international context, we expect turn the school environment (mind set of the students/pupils) into a place where the pupils are able to develop their 21st century skills but also their personal skills; curiosity, persistence, social and cultural awareness which we, right now, consider essential for their future.		
<b>Departments/subject areas that might be involved in the partnership</b>	Pupils from class 8 till 9 (age 14 to 16 years old).		
<b>Experience with national/international cooperative projects</b>	Auraskolen is involved in more Erasmus+ projects, called 'Measuring with Maths', 'Enquiring Maths' and 'Stem'. Furthermore several teachers have joined the eTwinning community. We are very interested in international relations and contacts. Thus, we want to invite teachers, pedagogues and student teachers from all over the world to visit Auraskolen.		
<b>Institution strengths from which the partnership can benefit</b>	Auraskolen has been involved in a KA1 project from 2015 till 2017, were granted 2 x KA2 projects in 2017 (from 2017 till 2019) and another KA1 project from 2018 till 2020. Lisbeth Kodal is the eTwinning ambassador for region SouthDenmark. High academic standards at the school. Engaged and positive teachers, students and parents. Work with cooperative learning, action based teaching and focuses on themes like science and use of IT tools within teaching.		

<b>Ideas on how to integrate LTM in the project</b>	Auraskolen is interested in more European cooperation / contacts. We want to extend our international school work and make sure that all students/pupils experience and learn about our membership of the EU and what this involves. Auraskolen also want all students/pupils to meet other cultures (face-to-face og virtual) and to learn how to communicate (use of foreign languages), collaborate, think critically during cooperation and be creative.
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**COUNTRY:** Denmark

PARTICIPANT		ORGANISATION	
<b>Name</b>	Merle	<b>Name</b>	Toemmerup Fri- og Efterskole
<b>Family name</b>	Thestrup	<b>Type of organisation</b>	Private
<b>Position</b>	Teacher and International Coordinator	<b>Number of employees</b>	50
<b>Email address</b>	merle@besked.com	<b>Address</b>	Andaksvej 19 4400, Kalundborg Denmark
<b>Spoken languages</b>	Danish, English, French	<b>Contact</b>	kontor@tfe.dk www.toemmerupfri.dk
ORGANIZATION			
<b>Age of pupils</b>	6-16 years old		
<b>Number of pupils</b>	approx 160		
<b>Short description of your organisation</b>	Toemmerup Fri- og Efterskole is a private school in the Danish countryside in the surroundings of Kalundborg, Zealand. The school has two divisions: a boarding school division (Efterskole) and a division for 160 local students aged 6 ? 16. The fundamental values for Toemmerup Fri- og Efterskole are: community, solidarity, creativity and cooperation.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Hands-on learning and teaching, project based learning and teaching. Cultural topics and language.		
<b>Departments/subject areas that might be involved in the partnership</b>	English language, design and achitecture, history and technology/natural science.		
<b>Experience with national/international cooperative projects</b>	We have participated in several International Projects: Nordplus Junior with Sweden, Finland and the Baltic countries, Comenius with the Netherlands, France, Spain and Germany, and Erasmus+ with Spain. We have also participated in several eTwinning Projects.		
<b>Institution strengths from which the partnership can benefit</b>	We have experience with being coordinating school and we have experience with participation in International Projects. Our pupils, teachers, school board and parents are very supportive and interested in international cooperation. Our school has student exchange and participation in International projects as a core part of our European Development plan.		
<b>Ideas on how to integrate LTM in the project</b>	Long-term mobility is new to us. Our participation in this seminar is to get ideas on how to integrate long-term mobility into our International strategy.		



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**COUNTRY:** Denmark

PARTICIPANT		ORGANISATION	
<b>Name</b>	Lene Dall	<b>Name</b>	10iCampus
<b>Family name</b>	Berthelsen	<b>Type of organisation</b>	Public
<b>Position</b>	I am the international coordinator, who coordinate KA1-projects and KA2-projects. I teach Danish and English and I	<b>Number of employees</b>	14
<b>Email address</b>	Lenedb@hotmail.com	<b>Address</b>	Frisvadvej 70 6800, Varde Denmark
<b>Spoken languages</b>	Danish, English	<b>Contact</b>	lisx0809@vkskoler.dk <a href="http://www.10icampus.vardekommune.dk/">http://www.10icampus.vardekommune.dk/</a>
ORGANIZATION			
<b>Age of pupils</b>	16-18 years		
<b>Number of pupils</b>	125		
<b>Short description of your organisation</b>	10iCampus is a part of Varde Campus, which is an inspiring educational environment, where the institutions can cooperate and evolve synergy. At Varde Campus you can attend 10iCampus, Varde Gymnasium, Varde Business School or a Centre for Adult Teaching. 10iCampus? vision is based on a coherent view of human nature. We seek to teach the students to be ready to choose the right youth education after the optional school year at 10iCampus. The use of ICT in 10iCampus is an important aspect in our daily teaching.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	10iCampus is a part of Varde Campus (1300 students ? business school ? upper secondary school), which is an inspiring educational environment for both students and employees, where the institutions can cooperate and evolve synergy. 10iCampus is an independent department of Varde Ungdomsskole, which is a school, that provides teaching for young people in the whole municipality of Varde as related to both theoretical and practical teaching. 10iCampus? vision is based on a coherent view of human nature. By this we seek to teach the students to be ready to choose the right youth education in a confident, creative and interesting educational environment. We aim at improving the students? personal, social and scientific approach towards daily learning. And we want our students be ready to choose the right youth education after the optional school year at 10iCampus. At 10iCampus we want to teach our students to become responsible European citizens with great intercultural competences. We consider the international dimension in our teaching very important. Topics: We would like to encourage/boost the transnational and European cooperation concerning: ? The international dimension in the daily teaching ? The teaching of students? second language (students with another ethnic background than Danish) ? How best to educate students as whole people who live lives of meaning and purpose in schools.		
<b>Departments/subject areas that might be involved in the</b>	We are interested in: A: Long-term study mobility of pupils, where they aged 16-18 may spend a period (2-4 weeks) in a receiving school and a host family abroad. The sending and hosting schools are expected to ensure high quality learning outcomes, to provide appropriate recognition for the involved pupils, and		

<b>partnership</b>	to constantly support them during their mobility period. B: Short-term exchanges of groups of pupils, where they can work together in activities linked to the aims of the partnership. The students are accompanied by school staff. C: Transnational short-term joint staff training events/staff exchanges Teachers work together to exchange experience and know-how, or receive joint training. Eligible participants: Professors, teachers, trainers, educational and administrative staff working in participating organisations in Programme and Partner Countries.
<b>Experience with national/international cooperative projects</b>	10iCampus has existed in 7 years, and we have taken part in - 2012-2014: a Comenius project - 2015-2017: a KA2-project - 2015-2017: a KA1-project - 2017-2019: a KA1-project - 2018-2019: a KA1-project - 2016: Euroscola - 2018: Euroscola
<b>Institution strengths from which the partnership can benefit</b>	10iCampus has a great working environment and is very interested in the European dimension in the daily teaching. In the last KA2-project (2015-2017) 10iCampus was among other things responsible for the dissemination act and hosted both students (homestay-arrangement) and teachers for 5 great days.
<b>Ideas on how to integrate LTM in the project</b>	The integration of Long-Term Mobilities I am looking very much forward to learn more about at the seminar.

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**COUNTRY:** Estonia

PARTICIPANT		ORGANISATION	
<b>Name</b>	Anne	<b>Name</b>	Põlva Rooski school
<b>Family name</b>	Nukk	<b>Type of organisation</b>	Public
<b>Position</b>	Speech therapist, teaching the students with special needs. Identifies suitable communication tools for the individual	<b>Number of employees</b>	21
<b>Email address</b>	annenukk@gmail.com	<b>Address</b>	Lina 13 63308, Põlva Estonia
<b>Spoken languages</b>	Estonia, Russia, German and English (a little).	<b>Contact</b>	roosikool@polva.ee <a href="http://www.roosikool.polva.ee/">http://www.roosikool.polva.ee/</a>
ORGANIZATION			
<b>Age of pupils</b>	7-18		
<b>Number of pupils</b>	25		
<b>Short description of your organisation</b>	<p>First of all, to introduce our school: Rooski Kool is a school for pupils between the ages of 7 and 18 with severe intellectual disabilities ranging between moderate/severe/profound and autism; there is also a kindergarten for pre-schoolers with multiple disabilities. Our 25 pupils come from all over Põlva Country and most of them board in the school from Monday to Friday. A pupil with special needs is admitted to Rooski Kool on the basis of a written application from a parent or guardian and a decision by the counselling committee. During school holidays, local government in the areas where the pupils live have the responsibility of providing day care for them. Each class teacher is responsible for the compiling, delivery and updating of the ILP. The class teacher calls together all those teachers and specialists who work with the pupil for a meeting, where they discuss both the pupil's medical and rehabilitation needs and his/her educational strengths and needs, evaluated in the areas of: - Cognitive skills -Communication skills -Social skills -Motor skills -Self-care skills -Potential employment skills The ILP must include: Evaluation of the student's skills -Long-term targets -Short-term targets and evaluation dates - Methodologies -Input from therapists -Collaboration with home ? Supporting activities with home</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>Ideas of Erasmus+ project: 3 students with special needs and 3 teachers can participate from Estonia. Exchange will last 7-9 days. Recipe book: everybody will cook together a national dish. Every country will prepare simple recipe with English and mother language description and photos. It should be quite easy, because students with special need must understand the recipe. Then we put all countries recipes together and recipebook will be completed. Photos and introduction of sightseeing: every country is making portfolio with description and photos of their homeland sights (nature, cultural). When exchange will take place, then everybody is visiting those places and students will make photos themselves. Then we gather all photos to portfolio made by all participators.</p>		

<b>Departments/subject areas that might be involved in the partnership</b>	Cultur, nature, cuisine and integration of students with special needs.
<b>Experience with national/international cooperative projects</b>	We have lots of experience: different Comenius projects in 2010-2012 years, different Erasmus+ projects in 2014-2017 years and Nordplus project in 2014.
<b>Institution strengths from which the partnership can benefit</b>	We are teaching the students with special needs: autism, intellectual and behaivorial disabilities.
<b>Ideas on how to integrate LTM in the project</b>	Recipe book: everybody will cook together a national dish. Every country will prepare simple recipe with English and mother language description and photos. It should be quite easy, because students with special need must understand the recipe. Then we put all countries recipes together and recipebook will be completed. Photos and introduction of sightseeing: every country is making portfolio with description and photos of their homeland sights (nature, cultural). When exchange will take place, then everybody is visiting those places and students will make photos themselves. Then we gather all photos to portfolio made by all participators.

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**TCA Long-term Study Mobility of Pupils**  
**(School Exchange Partnerships)**

**Santa Cruz de Tenerife, Spain, 24<sup>th</sup>-27<sup>th</sup> October, 2018**



**COUNTRY:** Estonia

PARTICIPANT		ORGANISATION	
<b>Name</b>	Olga	<b>Name</b>	Kostivere Kool
<b>Family name</b>	Saikovskaja	<b>Type of organisation</b>	Public
<b>Position</b>	principal	<b>Number of employees</b>	42
<b>Email address</b>	olga.saikovskaja@kostivere.edu.ee	<b>Address</b>	Aruküla tee 3, Kostivere alevik, Jõelähtme vald, Harjumaa, Estonia 74204, Kostivere alevik, Jõelähtme vald, Harjumaa Estonia
<b>Spoken languages</b>	Estonian, Russian, English	<b>Contact</b>	kool@kostivere.edu.ee kostivere.edu.ee
ORGANIZATION			
<b>Age of pupils</b>	7-16		
<b>Number of pupils</b>	148		
<b>Short description of your organisation</b>	Kostivere Kool is the small village school in Estonia near the Tallinn in Jõelähtme county, Kostivere village. We have 144 pupils and 23 teachers in our school. In addition to the classes, our children engage with sports, music, science, and robotics. Our school regularly visits museums and theatres, takes part in different competitions etc. Our school has a very long history ? it was established 330 years ago as the first school in Jõelähtme county, but for now, we have a modern well-equipped building with all contemporary possibilities. Kostivere Kool has good contacts with different schools in Estonia and we take part in numerous cooperation projects.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	The main cooperation could be between Kostivere Kool and any school from another European country with the same field of interests. As common subjects, we consider cultural diversity, robotics, science, and music. We have a very well-equipped Robotics circle and Science Club and our enthusiastic teachers are ready to share experiences with pupils and teachers from other schools via the Skype workshops or in other possible ways.		
<b>Departments/subject areas that might be involved in the partnership</b>	The first step can be a correspondence between pupils and contacts through social media. In the second phase, we will organize joint robotics and science lessons and informal conversations via Skype. As a third step, we are planning to organize something like international summer camp in the first year in Estonia and the next year somewhere in Europe. In the camp, children will be engaged in physical and mental activities: build robots, play music, play educational games, swim and do some sports. Some young teachers from our school are well-experienced in camp activities (this is the annual tradition to organize and take part in camps for the last five years)		
<b>Experience with national/international cooperative projects</b>	Kostivere Kool has good cooperation experience with different schools in Estonia (projects, camps, educational games, sports, and music). We also have already started correspondence between pupils with Tuusula koulu (Finland) and make a plans for the future with our colleagues from Finland.		
<b>Institution strengths from which the partnership can benefit</b>	Joint classes in circles of robotics and exact sciences will help children find a common language and interests, improve their social and language skills. Pupils from different countries with different background learn to know and understand each other better.		
<b>Ideas on how to integrate LTM in the project</b>	We plan to start with multi-level activities, cooperation with correspondence between pupils as a first step and as a result ? annual international summer camp.		

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**COUNTRY:** Estonia

PARTICIPANT		ORGANISATION	
<b>Name</b>	Lauri	<b>Name</b>	Tallinna Kristiine Gümnaasium
<b>Family name</b>	Vilibert	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher of craft and technology, IT support person	<b>Number of employees</b>	55
<b>Email address</b>	lauri.vilibert@kristiine.edu.ee	<b>Address</b>	Nõmme tee 32 13426, Tallinn Estonia
<b>Spoken languages</b>	Estonian, English, Russian	<b>Contact</b>	kristiine@kristiine.edu.ee www.kristiine.edu.ee
ORGANIZATION			
<b>Age of pupils</b>	7-18		
<b>Number of pupils</b>	850		
<b>Short description of your organisation</b>	Tallinna Kristiine Gymnaasium is located in the capital of Estonia, Tallinn. We currently have over 850 students, aged 6-18. The school draws students from a wide variety of backgrounds and represents a cross section of the population of the town. As our home institution governing board is supportive of using new technologies in teaching, we have good and innovative equipment in our school. for example, 3 mobile tablet and 3 mobile laptop trolleys (30 laptop or tablet each), every classroom is equipped with computer and high speed internet, 90% of classrooms have projector and half of the classrooms have smartboards.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We are looking for partners who would be interested in projects about usage of new technologies in teaching - robotics, 3d printing, different online resources- usage of ICT in lessons- usage of tablets etc.		
<b>Departments/subject areas that might be involved in the partnership</b>	physics, maths, mechanics, technology, programming and even history or nature sciences.		
<b>Experience with national/international cooperative projects</b>	Our school has participated many times in international projects (Comenius project about robotics, Erasmus+ project about mathematics)		
<b>Institution strengths from which the partnership can benefit</b>	We have good knowledge on robotics and usage of ICT equipment		
<b>Ideas on how to integrate LTM in the project</b>	will work on that idea during the seminar		

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**COUNTRY:** Finland

PARTICIPANT		ORGANISATION	
<b>Name</b>	Jyrki	<b>Name</b>	Leppavirta Upper Secondary School
<b>Family name</b>	Lempinen	<b>Type of organisation</b>	Public
<b>Position</b>	Study and Career Counselor, Educator in Social Studies and History	<b>Number of employees</b>	18
<b>Email address</b>	jyrki.lempinen@leppavirta.fi	<b>Address</b>	Savonkatu 49 79100, Leppavirta Finland
<b>Spoken languages</b>	Finnish; English, Swedish, German, Spanish, Italian, Russian	<b>Contact</b>	jyrki.lempinen@leppavirta.fi <a href="http://www.leppavirta.fi/index-englanti">http://www.leppavirta.fi/index-englanti</a>
ORGANIZATION			
<b>Age of pupils</b>	15 - 19		
<b>Number of pupils</b>	140		
<b>Short description of your organisation</b>	The Leppävirta Upper Secondary School has 17 teachers and 140 students. Students (16-19 years old) have opted general upper secondary school after compulsory basic education. After graduation and completed matriculation exam, students will have access to tertiary level studies (e.g. University, University of applied sciences, Vocational education and training). Alongside with national core curriculum, we are offering advanced courses in several subjects, e.g. business enterprising/entrepreneurship, sports and training, and foreign languages. The school building itself is situated in the center of Leppävirta town. The number of inhabitants is approx. 10 000. Leppävirta is situated in the province of Eastern Finland, in North Savonia.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	The project idea deals with possibilities to do sports and active training during exchange periods. Besides studying, working and training in schools, local sports organisations and NGOs could be involved in the project as partners/collaborators. Also, the exchange period would encompass concrete entrepreneurial / intrapreneurial activities (marketing, business management, applying the Junior Achievement Company program, etc), and encouragement to communicate with foreign languages.		
<b>Departments/subject areas that might be involved in the partnership</b>	For example, Sports and Physical Education, Social Studies, Entrepreneurial Studies, Foreign languages, etc We are not excluding any subject at this stage of the process.		
<b>Experience with national/international cooperative projects</b>	Teachers are experienced both in national and international projects: Comenius 2013-1-PL1-COM06-38626 5, contractor: Zaspó? Szkó? Ponadgimnazjalnych Liceum Ogólnokszta?c?ce w Sierakowicach, Sierakowice Erasmus+, 2017-1-CZ01-KA219-035424_2, Contractor: Gymnázium Jiřího Wolker, Prost?jov		
<b>Institution strengths from which the partnership can benefit</b>	Project management skills, and experience in national curriculum development. Experience in sports and physical education training, entrepreneurial activities, and cooperation with local public and private stakeholders. Versatile supply of different subjects, and courses. Modern library. Location surrounded by beautiful and unspoiled nature with lakes and forests. Still, logistically easy access to everywhere.		
<b>Ideas on how to integrate LTM in the project</b>	Long-term mobility project (min. 2 months) for upper secondary level students and education staff.		

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**COUNTRY:** Finland

PARTICIPANT		ORGANISATION	
<b>Name</b>	Laura	<b>Name</b>	Nousiaisten lukio
<b>Family name</b>	Kinnunen	<b>Type of organisation</b>	Public
<b>Position</b>	language teacher (English, Spanish)	<b>Number of employees</b>	14
<b>Email address</b>	laura.kinnunen@edu.nousiainen.fi	<b>Address</b>	Moisiontie 16 21270, Nousiainen Finland
<b>Spoken languages</b>	Finnish, English, Spanish, Portuguese (some Swedish and French as well)	<b>Contact</b>	lukio@edu.nousiainen.fi www.nousiaistenlukio.fi
ORGANIZATION			
<b>Age of pupils</b>	from 15 to 19		
<b>Number of pupils</b>	220		
<b>Short description of your organisation</b>	We are a medium-sized Finnish high school in the small town of Nousiainen in South-West Finland, about 200 kms from the capital, Helsinki. The closest city is the lively university town of Turku, 20 kms away. Our school offers good-quality education to our 220 students and we all enjoy a warm and relaxed atmosphere at our school. Our students study a variety of foreign languages (English, Swedish, French, German, Spanish and Russian) as well as an extensive array of natural sciences. Our school is surrounded by beautiful Finnish countryside.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We would like to offer our students a chance to do a fairly short (2-3 months) exchange, if possible in one of the countries whose language is offered in our school curriculum (English, Swedish, French, Spanish, German, Russian). We would give preference to students who study one of these languages. If we don't find a partner school from one of these countries, we are interested in working with other countries as well. We would like the participating students to immerse themselves in the culture of another European country in order to learn more about themselves, the country they are staying in, and their own home country. During the exchange we would like the students to produce a portfolio/research called 'Me as a European' in which they explore their own roots, the country where they are staying and their own European identity by comparing similarities and differences in both countries. The 'Me as a European' project will focus on a subject that each student finds especially interesting and the point of view may vary from languages to history, geography, social studies, biology, religion, etc. We would also like to offer our teachers a chance to do a short visit (3-4 days) to the schools which will host our students.		
<b>Departments/subject areas that might be involved in the partnership</b>	Languages, history, social studies, psychology, geography, biology, religion.		



<b>Experience with national/international cooperative projects</b>	Comenius project Beautiful Nature - Natural Beauty 2012 - 2014 with Germany, Bulgaria and Turkey Science school in Cern, various times Your Europe, Your Say event in Brussels in 2012 Hosting several Comenius/Erasmus teaching assistants from Germany in 2011-2012. 2013, 2016 Several week-long language trips to Berlin, Barcelona, Paris, St. Petersburg and Stockholm led by language teachers Hosting two groups of job shadowers from Spain in 2018 and 2017
<b>Institution strengths from which the partnership can benefit</b>	We are experienced in organizing trips abroad with students and are used to working with teachers and students from different countries. We have good language and communication skills and we are trustworthy and dependable partners.
<b>Ideas on how to integrate LTM in the project</b>	We would like to offer our students a chance to do a fairly short (2-3 months) exchange, if possible in one of the countries whose language is offered in our school curriculum (English, Swedish, French, Spanish, German, Russian). We would give preference to students who study one of these languages. If we don't find a partner school from one of these countries, we are interested in working with other countries as well.

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**COUNTRY:** France

PARTICIPANT		ORGANISATION	
<b>Name</b>	Pierre-Laurent	<b>Name</b>	Cité Scolaire Maurice Ravel, lycée-collège
<b>Family name</b>	Vanderplancke	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher of History, Geography and Civics. Eraei Prof. referee for European and international action	<b>Number of employees</b>	150
<b>Email address</b>	plvanderplancke@gmail.com	<b>Address</b>	2 av du Pof Gregorio Maranon 64500, SAINT-JEAN-DE-LUZ France
<b>Spoken languages</b>	Français-French, vernacular English (several notions in German and Basque)	<b>Contact</b>	plvanderplancke@gmail.com <a href="http://nbeplus.franceserv.eu">http://nbeplus.franceserv.eu</a>
ORGANIZATION			
<b>Age of pupils</b>	11-18		
<b>Number of pupils</b>	1000		
<b>Short description of your organisation</b>	Implemented next to Spanish boundary on the Northern Basque country's seashore, Ravel high school's pupils use to come from France, Spain and many other countries. Special French Spanish and French English courses do exist in, many cultural travels and short term exchanges are done by the pedagogic teams. Part of the projects are funded by Erasmus+ Programme.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Leading a strategic partnership by now we hope to do more ka2 projects in the future and perhaps a consortium not between schools only but between schools and associations. We plan also to help our students to leave for long term exchanges. Anyway, some of them already do but it is complicated to valid learnings. 1 it seems our government is seeking to implement long term exchanges for special binational classes especially OIB and BACHIBAC.. 2 we would like to exchange students with complementary schools we know to give them an experience in a topic on a place. For sample Economics in Romania		
<b>Departments/subject areas that might be involved in the partnership</b>	Accommodations at school or family hosting and exchanges? Common evaluation tools to implement.		
<b>Experience with national/international cooperative projects</b>	I am the project manager and international coordinator in a KA we are carrying out from 2017 to 2020: Erasmusplusanimals E+A (Noah) - online dissemination is on <a href="http://erasmusplusanimals.franceserv.eu">http://erasmusplusanimals.franceserv.eu</a> Earlier I was the project manager of Nuits Blanches partnership - dissemination on <a href="http://ilargia.franceserv.eu">http://ilargia.franceserv.eu</a> And before other European projects have existed (Comenius). We used to be involved in Euroscola project and many of us are eTwinners. Teachers and pupils do participate to some festivals and activities granted by the regional council.		
<b>Institution strengths from which the partnership can benefit</b>	Experimented teachers Engaged leaders (principle and accountants) Strategic location next to Spain and in the Glissicon Valley Diversified public from many countries with many specialities Academic school interested in cooperation withsumilarcand/or vocational and technical oned		
<b>Ideas on how to integrate LTM in the project</b>	We are afraid about the risks of a continuous control system. Pupils may risk not to have the opportunity of any mobility. So we are looking for ideas.		

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**COUNTRY:** France



PARTICIPANT		ORGANISATION	
<b>Name</b>	Léa	<b>Name</b>	COLLEGE PAUL EMILE VICTOR
<b>Family name</b>	ORIOLE	<b>Type of organisation</b>	Public
<b>Position</b>	english teacher	<b>Number of employees</b>	80
<b>Email address</b>	oriolle@hotmail.com	<b>Address</b>	3 BIS AVENUE DU GENERAL LECLERC 69140, RILLIEUX LA PAPE FRANCE
<b>Spoken languages</b>	english, french	<b>Contact</b>	ce.0692159X@ac-lyon.fr <a href="http://www2.ac-lyon.fr/etab/colleges/col-69/pevictor/">http://www2.ac-lyon.fr/etab/colleges/col-69/pevictor/</a>
ORGANIZATION			
<b>Age of pupils</b>	11-15		
<b>Number of pupils</b>	700		
<b>Short description of your organisation</b>	Our school is set in a rough area near Lyon. Some of our students face difficulties at home and / or at school. Their well-being at school and building their confidence is at the heart of our school policy.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Well-being at school / at work, building our students' confidence, widen their horizons. Raise awareness on how important is the quality of life at school / work. Promoting and improving the life at school, the time we all spend there (students, teachers, staff, direction...) Bringing tools and skills to our students / staff to implement well-being at school, mindfulness, open-mindedness...		
<b>Departments/subject areas that might be involved in the partnership</b>	All could get involved, but the topics are easily run in languages, science, PE, Civic education...		
<b>Experience with national/international cooperative projects</b>	Searching for International partners at the moment		
<b>Institution strengths from which the partnership can benefit</b>	The directions supports all initiatives that aim to improve life at school, to bring a bigger cultural background to our students, to give them opportunities to share and exchange about their experience.		
<b>Ideas on how to integrate LTM in the project</b>	Building strong and lasting partnerships with foreign schools, students, colleagues. Sharing and Exchanging experience on how to improve life at school. Experience, observe and reflect on school life in different countries. Give a rewarding purpose to their involvement in school. Reinforce the sense of belonging to a resourceful european group of students.		

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**COUNTRY:** France

PARTICIPANT		ORGANISATION	
<b>Name</b>	JOSÉ ÁNGEL	<b>Name</b>	Spanish International Section of Lycée International de Strasbourg
<b>Family name</b>	AGUDO RÍOS	<b>Type of organisation</b>	Public
<b>Position</b>	TEACHER OF SPANISH LITERATURE	<b>Number of employees</b>	More than 150
<b>Email address</b>	arja.alumnos@hotmail.com	<b>Address</b>	1, rue des Pontonniers 67017, Strasbourg France
<b>Spoken languages</b>	French, German, English	<b>Contact</b>	lycee.international@ac-strasbourg.fr www.lyc-sections-internationales-strasbourg.ac-strasbourg.fr
ORGANIZATION			
<b>Age of pupils</b>	15-18		
<b>Number of pupils</b>	1000		
<b>Short description of your organisation</b>	Public high school of Strasbourg with six linguistic Sections, more than thousand pupils of more than fifty nationalities.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	I'm interested specially in Long term mobilities.		
<b>Departments/subject areas that might be involved in the partnership</b>	Everyone		
<b>Experience with national/international cooperative projects</b>	At present, I manage a KA-2 for my school.		
<b>Institution strengths from which the partnership can benefit</b>	Multilingual and multicultural pupils and teachers. An optimal geografic position. The city of Strasbourg is one of the more relevants cities in Europe: Concil of Europe, European Court of Human Rights, European Parliament, Strasbourg is considered UNESCO World Heritage		
<b>Ideas on how to integrate LTM in the project</b>	We have to work in order to introduce KA projects only with Long-Term Mobilities, without the complexity of a typical KA-2 project.		

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**COUNTRY:** France



PARTICIPANT		ORGANISATION	
<b>Name</b>	Sadia	<b>Name</b>	Victor Hugo School
<b>Family name</b>	Lugon	<b>Type of organisation</b>	Public
<b>Position</b>	English teacher in charge of the international relationship	<b>Number of employees</b>	100
<b>Email address</b>	lugonsadia@yahoo.fr	<b>Address</b>	27 rue de Sévigné 75003, Paris France
<b>Spoken languages</b>	English, Spanish, Italian, Arabic	<b>Contact</b>	lugonsadia@yahoo.fr <a href="https://www.ac-paris.fr/serail/jcms/s2_119226/fr/accueil">https://www.ac-paris.fr/serail/jcms/s2_119226/fr/accueil</a>
ORGANIZATION			
<b>Age of pupils</b>	10 to 15		
<b>Number of pupils</b>	400		
<b>Short description of your organisation</b>	School		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Sharing knowledges, values		
<b>Departments/subject areas that might be involved in the partnership</b>	English language		
<b>Experience with national/international cooperative projects</b>	Many differents Comenius projects		
<b>Institution strengths from which the partnership can benefit</b>	Many languages studied, heart of Paris , museums partnership, many différent languages studied, theater and cinema partnerships		
<b>Ideas on how to integrate LTM in the project</b>	-create relationships in between schools and students		

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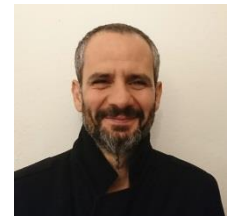
PARTICIPANT		ORGANISATION	
<b>Name</b>	Murielle	<b>Name</b>	Lycée Privé Polyvalent Roc Fleuri
<b>Family name</b>	Mazeau	<b>Type of organisation</b>	Private
<b>Position</b>	I teach biology, ecology and geology. I'm in charge of terminal class. These Pupils prepare final certificate of secondary	<b>Number of employees</b>	45
<b>Email address</b>	murielle.mazeau@cneap.fr	<b>Address</b>	6 Boulevard des Grands Rocs 16700, RUFFEC FRANCE
<b>Spoken languages</b>	english	<b>Contact</b>	stephanie.besson@cneap.fr <a href="https://rocfleuri.net">https://rocfleuri.net</a>
ORGANIZATION			
<b>Age of pupils</b>	from 14 to 20 years old.		
<b>Number of pupils</b>	186		
<b>Short description of your organisation</b>	Situating in a rural area in Ruffec, between Angoulême and Poitiers in the North of the Charente in the Nouvelle-Aquitaine region, our school is offering a general and vocational teaching in a private and agricultural field. It is a comprehensive school with a large range of activities welcoming 180 students from 13 to 22 years old, 5 to 10 % of them have an Anglo-saxon origin. The « Lycée Roc Fleuri » offers vocational training in various areas : - Health and social care - Food industry - Animation of rural areas - Sales techniques and general training to prepare the students to the General Baccalaureate. The school has a large range of key resource persons, regular classrooms and adapted spaces : an equipped kitchen for cooking classes, a library and resource centre, an auditorium, computer rooms, science rooms, administration and common areas. It is a boarding-school with a large accommodation capacity.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	biology : vulgarisation of certain notions in biology and ecology : abiotic factors, food chains, different biotopes, their characteristics sustainable development : the study of the climate, biodiversity, waste recycling, the respect of the environment literature plastic arts		
<b>Departments/subject areas that might be involved in the partnership</b>	The science department : all the science teachers will be invited to participate in the project. The art department : particularly an art teacher in our school who has been involved in land-art projects for many years. The teachers who helped the school get the ecological label could find in this project the opportunity to develop and promote this initiative and expand it to a European scale. The IT department		
<b>Experience with national/international cooperative projects</b>	Past projects : - a ten-year partnership with Poland (Cernikov, near Cracow) - 3 Comenius projects with Hungary (Paszto, north east of Budapest). Ruffec is twinned with the town of Paszto (10 years) - A partnership with a school in Switzerland (Wohlen : canton d'Argovie) - Since 1999 : partnership with the city of Hermsdorf (Germany) (organized by the German teacher) - eTwinning projects -Teacher Training Course in Porto : project management for cross-cultural exchange projects in Europe		
<b>Institution strengths from which the partnership can benefit</b>	The European program Erasmus + The partnership can benefit from the CNEAP (Conseil National de l'Enseignement Agricole Privé) which is the national authority of our school. The national authorities of all the countries from which the European partners of the project will come from. The regional council of the Nouvelle-Aquitaine region. The municipality and the municipality communities where our school is implanted. All the associations our school is working with (especially eco-friendly associations) Visual artists already involved in our school projects.		
<b>Ideas on how to integrate LTM in the project</b>	Our school is willing to develop professional mobilities for students (Consortium). This project will enable us to find new partners and give opportunities to students to do their internships in Europe. Besides we hope to welcome students from other countries in our school.		

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**COUNTRY:** France



PARTICIPANT		ORGANISATION	
<b>Name</b>	RODRIGUES	<b>Name</b>	College Olympe de Gouges de Vélines
<b>Family name</b>	Broutin	<b>Type of organisation</b>	Public
<b>Position</b>	Scodary school teacher	<b>Number of employees</b>	30
<b>Email address</b>	fernando.rodrigues@ac-bordeaux.fr	<b>Address</b>	Le bourg 24230,Vélines
<b>Spoken languages</b>	French / Spanish / Portuguese / a little Italian	<b>Contact</b>	0553275291 <a href="mailto:Ce.0240106k@ac-bordeaux.fr">Ce.0240106k@ac-bordeaux.fr</a> <a href="https://blogpeda.ac-bordeaux.fr/collegeolympedegouges/">https://blogpeda.ac-bordeaux.fr/collegeolympedegouges/</a>
ORGANIZATION			
<b>Age of pupils</b>	11 – 15		
<b>Number of pupils</b>	250		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	Located in the countryside at 50 km of Bordeaux wee are a small segundary school		
<b>Areas/topics you would like to address in your project</b>	In my secundar y school we are a group of teachers that are invested in sustain development with concrete actions arround the respect of environment (we received an award for that work two years ago). Indeed,we would like to create exchanges arroung area with schools from others countries to see their approch and their means.		
<b>Departments/subject areas that might be involved in the partnership</b>	The sustainable development (planting some trees, cleaning the riversides while canoeing or walking, sensitize the pupils to recycling, how t oorganize and to adapt spaces for planting flowers in the school area, growing vegetables in a greenhouse, creat water treatmet plants in miniature model. The exchange with some spanish schools : an experience that is already taking place and that could be enforced.		
<b>Experience with national/international cooperative projects</b>	An international exchange with Spain that began 4 years ago (2014) with some schools in Navarra during the class time. At the beginning the spanish students stayed in France for 8 weeks and the frenc students went to Spain for 8 weeks, but in 2018 the exchange was shorter with 6 weeks per exchange.		
<b>Institution strengths from which the partnership can benefit</b>	Dynamics teachers, knowledge of local economy, small secondary school (250) students)		
<b>Ideas on how to integrate LTM in the project</b>	Find a secondary school with the same themes.		

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**COUNTRY:** France

PARTICIPANT		ORGANISATION	
<b>Name</b>	Antone	<b>Name</b>	Lycée Pape Clément
<b>Family name</b>	Barral	<b>Type of organisation</b>	Public
<b>Position</b>	Italian teacher	<b>Number of employees</b>	160
<b>Email address</b>	antonellenibarral@yahoo.fr	<b>Address</b>	1 rue Léo Lagrange 33600,Pessac
<b>Spoken languages</b>	french, italian, english	<b>Contact</b>	0557266300 <a href="mailto:ce.0332722e@ac-bordeaux.fr">ce.0332722e@ac-bordeaux.fr</a> <a href="http://lyceepapeclement.fr/">http://lyceepapeclement.fr/</a>
ORGANIZATION			
<b>Age of pupils</b>	15-18		
<b>Number of pupils</b>	1560		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	Public general high school.		
<b>Areas/topics you would like to address in your project</b>	experience feedback from colleagues already involved in Erasmus+ projects, creating opportunities to developing new partnerships with foreign in order to start an Erasmus+ project in our school as soon as possible.		
<b>Departments/subject areas that might be involved in the partnership</b>	Linguistic and engineering department.		
<b>Experience with national/international cooperative projects</b>	Several exchange programs with italian schools. Ongoing short term exchange program with Italy (2 students involved on both sides for this first year).		
<b>Institution strengths from which the partnership can benefit</b>	Support from Rectorat de Bordeaux, Department for european and foreign affairs (DAREIC).		
<b>Ideas on how to integrate LTM in the project</b>	Strengthening the ongoing project and developing new projects based on experiences collected during the seminary.		



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**COUNTRY:** Germany

PARTICIPANT		ORGANISATION	
<b>Name</b>	Kirsten	<b>Name</b>	Gymnasium Nordhorn
<b>Family name</b>	Rigterink	<b>Type of organisation</b>	Public
<b>Position</b>	Coordinator of Erasmus Member of the School Administration, Teacher of German, Spanisch and Drama	<b>Number of employees</b>	110
<b>Email address</b>	kirsten.rigterink@gymnasium-noh.de	<b>Address</b>	Stadtring 29 48527, Nordhorn Germany
<b>Spoken languages</b>	german / english / spanish (good) and french (not so good)	<b>Contact</b>	sekretariat@gymnasium-nordhorn.net <a href="http://www.gymnasium-nordhorn.de/index.php">http://www.gymnasium-nordhorn.de/index.php</a>
ORGANIZATION			
<b>Age of pupils</b>	10 – 18		
<b>Number of pupils</b>	1300		
<b>Short description of your organisation</b>	Grammar School Our pupils start with 10 years in grade 5 and stay 9 years. In grade 13 they pass the 'Abitur' examination. After this examination they can study at the University.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Art - landscape painting in grade 9 and / or 11 I hope my colleagues will inform me about other ideas until October		
<b>Departments/subject areas that might be involved in the partnership</b>	Art lessons, Politics, Geography		
<b>Experience with national/international cooperative projects</b>	Current Erasmus Project 'Flight and Migration - Problem or Chance' with grammar Schools of Malbork (Poland) and Izmir (Turkey) in former times: 3 Comenius Projects		
<b>Institution strengths from which the partnership can benefit</b>	Long experiences with exchanges (with France, Poland, Italy, Netherlands) Long experiences with international Projects of Comenius or Erasmus (we are the coordinator of the current Erasmus Project) we teach 4 languages: English, French, Spanish, Dutch, Italian pupil speaks German and often another mother tongue (Turkish, Dutch, Russian, Polish, Arabic big and committed Erasmus Team (about 15 teachers) cooperation with different institutions: Adult Education Centre, Library, Local Archive Contact to the Universities of Enschede (Netherlands) and Osnabrück (Germany)		
<b>Ideas on how to integrate LTM in the project</b>	I wish that the students can stay one or two months in the Partner School where they will participate in the regular lessons		

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**COUNTRY:** Germany

PARTICIPANT		ORGANISATION	
<b>Name</b>	Caroline	<b>Name</b>	Alfred-Wegener-Schule Kirchhain
<b>Family name</b>	Sala	<b>Type of organisation</b>	Public
<b>Position</b>	I am a teacher for Spanish, Politics/Economy and German as a foreign language	<b>Number of employees</b>	120
<b>Email address</b>	Caroline.Sala@gmx.de	<b>Address</b>	Röthestraße 35 35274, Kirchhain Germany
<b>Spoken languages</b>	Spanish, German, English	<b>Contact</b>	info@alfred-wegener-schule.de <a href="http://www.alfred-wegener-schule.de">http://www.alfred-wegener-schule.de</a>
ORGANIZATION			
<b>Age of pupils</b>	14 to 19		
<b>Number of pupils</b>	45		
<b>Short description of your organisation</b>	The Alfred-Wegener-Schule (AWS) in Kirchhain gives every individual the possibility to find its way no matter which background the students have. The AWS offers four different degrees with which the students can leave the school and start to work or start to study at a university. The school focusses on sports and music and offers in this areas a lot of projects as orchestras, choirs, instrumental classes, musicals and a perfect sportive surrounding with a climbing wall, beach volleyball fields and a artificial turf pitch. The AWS tries to find the talent of every single student an wants to support him or her in what he or she knows to do best!		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We would love to do a language exchange. Our Spanish students would practice Spanish in Spain and some Spanish students would visit Germany and speak German. Since we are planning a long term exchange, the students would also get to know an every day routine in Spain, go to school, get to know the Spanish culture.		
<b>Departments/subject areas that might be involved in the partnership</b>	Since we are a school with a focus on music and sports, I can imagine an involvement in this areas. The main focus of the program should be nonetheless the Spanish/German language!		
<b>Experience with national/international cooperative projects</b>	The Alfred-Wegener-Schule in Kirchhain, Germany has exchange programs with the USA, Australia and France. It also participates in the 'Unis-UN-Conference' where students simulate the United Nations General Assembly in New York City and debate current issues.		
<b>Institution strengths from which the partnership can benefit</b>	The Alfred-Wegener-Schule in Kirchhain, Germany is very open minded. It is a big school with a lot of students and a lot of possibilities. Its strengths are the motivated students and the motivated teachers.		
<b>Ideas on how to integrate LTM in the project</b>	Spanish students should stay for a long-term in Germany and the German students should stay the same time in Spain. The students participate in the normal classes. It is a typical exchange program.		

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**COUNTRY:** Germany

PARTICIPANT		ORGANISATION	
<b>Name</b>	Sofia	<b>Name</b>	Gesamtschule Eschweiler
<b>Family name</b>	Alves	<b>Type of organisation</b>	Public
<b>Position</b>	french and spanish	<b>Number of employees</b>	90
<b>Email address</b>	alves.waldschule@gmail.com	<b>Address</b>	Friedrichstr. 12 52249, Eschweiler Germany
<b>Spoken languages</b>	german, portuguese, spanish, french, english	<b>Contact</b>	waldschule@eschweiler.de <a href="https://www.waldschule-eschweiler.de/">https://www.waldschule-eschweiler.de/</a>
ORGANIZATION			
<b>Age of pupils</b>	11-19		
<b>Number of pupils</b>	1100		
<b>Short description of your organisation</b>	secondary school with approximately 1100 pupils and 90 teachers		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	school exchange the experience of intercultural encounters in another country		
<b>Departments/subject areas that might be involved in the partnership</b>	language teaching friendship family daily routine hobbies		
<b>Experience with national/international cooperative projects</b>	yes, with a private secondary school in Pamplona, Spain.		
<b>Institution strengths from which the partnership can benefit</b>	- a lot of intrested and nice pupils with multicultural backgrounds - foreign language training in spanish, frensh, english - our region: triborder region with Belgium and the Netherlands - near to the cities Aachen, Cologne and Düsseldorf; also to Maastricht and Liège		
<b>Ideas on how to integrate LTM in the project</b>	maybe we could find a school wich is interested in our profil so that we could create projects between different school subjects, for exemple spanish, english, french		

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**COUNTRY:** Germany

PARTICIPANT		ORGANISATION	
<b>Name</b>	Christine	<b>Name</b>	Primary and Middle School Weilerstreet in Munich
<b>Family name</b>	Boeckle	<b>Type of organisation</b>	Public
<b>Position</b>	English, German, Maths, PE	<b>Number of employees</b>	35
<b>Email address</b>	boecklec@hotmail.com	<b>Address</b>	Weilerstreet 81541, Munich Germany
<b>Spoken languages</b>	German, English	<b>Contact</b>	boecklec@hotmail.com <a href="https://weilerschule-muenchen.de">https://weilerschule-muenchen.de</a>
ORGANIZATION			
<b>Age of pupils</b>	10-18		
<b>Number of pupils</b>	330		
<b>Short description of your organisation</b>	We are a primary and middle school in the center of Munich, Germany. We have 16 classes. Our aim is that the older children learn from the younger ones and the other way round. We have German classes for children who cant speak German.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We would like to have sports, arts, music and culture in our project.		
<b>Departments/subject areas that might be involved in the partnership</b>	Physical education, Arts and craft, music, German / English,		
<b>Experience with national/international cooperative projects</b>	I have organized two Comenius projects so far.		
<b>Institution strengths from which the partnership can benefit</b>	We have many different nations in our school. Students can stay the whole day in our school. We are a primary and secondary school.		
<b>Ideas on how to integrate LTM in the project</b>	Once we have partnerships we can integrate them in our school and keep them over years until the students leave school. First of all we would like to start with a school exchange and later we keep in contact through e-twinning.		

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**COUNTRY:** Germany

PARTICIPANT		ORGANISATION	
<b>Name</b>	Sebastian	<b>Name</b>	IGS Morbach
<b>Family name</b>	Kurz	<b>Type of organisation</b>	Public
<b>Position</b>	teacher (mathematics, history)	<b>Number of employees</b>	about 80
<b>Email address</b>	kurz@igs-morbach.de	<b>Address</b>	Klosterweg 7 54497, Morbach Germany
<b>Spoken languages</b>	english, german	<b>Contact</b>	verwaltung@igs-morbach.de www.igs-morbach.de
ORGANIZATION			
<b>Age of pupils</b>	10 - 19		
<b>Number of pupils</b>	about 850		
<b>Short description of your organisation</b>	The IGS Morbach is a pretty new school founded in 2010 in Morbach, a small city in the countryside with 3500 inhabitants. Morbach is in the west of Germany next to Luxembourg (100km to Luxembourg city). Trier, the oldest german city, with about 100.000 inhabitants, is about 40km in the west of Morbach. In the near of Morbach is the river Mosel, where you can find a famous german wine region. In our school pupils can purchase the four most common graduations in Germany, known as Hauptschulabschluss, Realschulabschluss, Fachabitur and Abitur. It is possible to learn english, french and spanish. The most pupils live with their parents in Morbach or the villages around.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	The IGS Morbach would like to offer our students the possibility to get in contact with people in different nations and cultures. While I mentored the last project (see below) the reason for the most occurred problems was, that both partners had their own ideas about the target before the partnership started. Because of this experience I think it is useful to find partners first and find the topics together.		
<b>Departments/subject areas that might be involved in the partnership</b>	The IGS Morbach is interested in a partnership with any country beside France because we already have a partnership in this country.		
<b>Experience with national/international cooperative projects</b>	In the years 2017/18 the school participated in a project of the foundation 'EVZ'. A group of 23 students investigated together with a school in Romania the discrimination of women in public representations, especially in advertisings. To realize this project we met one week in Morbach (Germany) and one week in Satu Mare (Romania). The students developed a survey to examine the perception of the discrimination in the population. After the inquiry of 700 people the participants compared the results between both countries and developed an exhibition about their results. Furthermore they investigated if there is a coherence between the actual results and the ideology of the former dictatory regimes (communism in Romania and national sozialism in Germany). In addition to this our school has a regular exchange project with a school in France and in the USA.		
<b>Institution strengths from which the partnership can benefit</b>	- Because of the last project with the school in Satu Mare we have the experience how to organize complex projects in cooperation with a foundation. - In our school are a lot of teacher who are interested in mentoring an exchange project. - A few teachers have holiday apartments and like to welcome teachers from different schools in their rooms. - A lot of technical equipment and rooms to use for projects.		
<b>Ideas on how to integrate LTM in the project</b>	It depends on the project.		

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**COUNTRY:** Germany

PARTICIPANT		ORGANISATION	
<b>Name</b>	Elena	<b>Name</b>	Gymnasium Philippinum Marburg
<b>Family name</b>	Scholl	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher (Geography, Spanish, German as a foreign language)	<b>Number of employees</b>	75
<b>Email address</b>	scholl@philippinum.de	<b>Address</b>	Leopold-Lucas-Str. 18 35037, Marburg Germany
<b>Spoken languages</b>	German, Spanish, English, and a little bit French	<b>Contact</b>	gp@marburg-schulen.de <a href="https://phille.de/">https://phille.de/</a>
ORGANIZATION			
<b>Age of pupils</b>	10-19		
<b>Number of pupils</b>	850		
<b>Short description of your organisation</b>	Public Secondary School in Marburg (80.000 inhabitants). Marburg is an University town with 27.000 students, by train or car one hour north from Frankfurt.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	No specific topics determined yet. The Erasmus + Programme Guide says on page 119: 'Applicants for School Exchange Partnerships may focus entirely on organisation of long-term pupil mobility as a tool to develop the international cooperation potential of the involved schools.' So maybe we don't need an extra topic.		
<b>Departments/subject areas that might be involved in the partnership</b>	All foreign language departments: French, English, Spanish, Italian.		
<b>Experience with national/international cooperative projects</b>	Unfortunately up to now no experience with Erasmus + projects. But for many years experience with short time exchange programs (France, Scotland, Spain, Italy, Canada, Australia, USA, incoming scholarship holder from Japan and Czech Republic)		
<b>Institution strengths from which the partnership can benefit</b>	-		
<b>Ideas on how to integrate LTM in the project</b>	Up to now I would prefer to focus on long-term pupil mobility, but I am open for other suggestions :-)		

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**COUNTRY:** Hungary

PARTICIPANT		ORGANISATION	
<b>Name</b>	Maria	<b>Name</b>	Váci Madách Imre Gimnázium
<b>Family name</b>	Boda	<b>Type of organisation</b>	Public
<b>Position</b>	Hungarian grammar, literature and music	<b>Number of employees</b>	62
<b>Email address</b>	bodamari1@gmail.com	<b>Address</b>	Brusznyai utca 4. 2600, Vác Hungary
<b>Spoken languages</b>	English, Russian	<b>Contact</b>	gimnazium@vacimadach.hu <a href="http://vacimadach.hu/">http://vacimadach.hu/</a>
ORGANIZATION			
<b>Age of pupils</b>	14-19 years old		
<b>Number of pupils</b>	700		
<b>Short description of your organisation</b>	<p>Madách Imre Gimnázium is a secondary grammar school in Vác, which is the center town of education in the north of Hungary. Among the eight secondary schools in the town, ours is the only state schools that prepare pupils mainly for further studies at colleges and universities. The standard of teaching is quite high thanks to motivated and qualified educators. The number of staff including assistants, lab workers and secretaries is 62. Teaching is carried out in a preparatory year + four grades with five classes in each of them. Classes contain 30-34 pupils so altogether there are nearly 700 students between the ages of 14-19 at the institution. Our school launched specialized classes from the 1970s which have provided a wonderful learning environment for quality education. In physics, mathematics, French, English, Italian, geography and history. Madách students reached the highest places in national competitions. We are proud to have won 1st prize in French in 2014 and Italian in 2013. Highlighting just a few of our athletic successes, our students have won a gold medal at kayak world championship. In additional the football team the futsal team won 1st prize, and our futsal team was in Italy in Futsal Student League in 2015. The girl's handball team have won medals at the student Olympic Games in Hungary. At the biggest event Madách Day, students take the stage and flaunt their talent. They put plays, give dance show, play musical instruments or recite poems for their pee</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Cultural heritage plays an inevitable part in the identity and everyday life of each country in Europe. Folklore, traditions, cuisine and lots of segments of life include elements deriving from cultural heritage in which we can identify ourselves. That is why we find it important to take part in the events of 2018, the Year of European Cultural Heritage. The aims of our future project correspond to the aims of the European Union: preserving the common European identity.		
<b>Departments/subject areas that might be involved in the</b>	According to our opinion our national heritage should join to that of a partner country, which played an important role in the history of Hungary. The fate of the cultural heritage is shaped during the continuous conversation of the two partners. For this reason it is crucial for us to get to know each		

<b>partnership</b>	other's culture. In order to form a coherent, cooperative society we need such preventive, informative projects whose purpose is to extend the knowledge of Hungarian inhabitants concerning the future. Nursing the universal values assists to strengthen the social cohesion.
<b>Experience with national/international cooperative projects</b>	VMIG feels it important to build relations with schools in the region, with Hungarian secondary schools which remained outside the borders of the country and with schools in the near or further parts of Europe. We have partners in Slovakia (Sahy), Serbia (Senta) and Romania (Odorheiu Secuiesc) with whom we annually accomplish student exchange project remembering our common Hungarian origins. Having taken part in Erasmus projects is utmost important for our school. We have worked out two Strategic Partnership programs with 6 partners altogether (10 years ago) and have finished two Mobility projects for school staff. All of us agree that there is no better way of learning from each other than visiting other countries, seeing different cultures, gaining good practices or communicating with people.
<b>Institution strengths from which the partnership can benefit</b>	There is a wide range of foreign languages taught at school: English, German, Italian, Spanish and French. While listening and reading competences are successful with most students they need the self-confidence to speak, and writing competences want improving as well. That is the main reason for our school's motivation to initiate a project. Hungary is a closed country, we have the opportunity to communicate with foreigners if we travel abroad. We would like our students to open to other cultures, make new friends and learn from each other. All in all everybody at the institution is part of the project, work will be carried out at different levels, involving partner schools in the town and also parents. Our aim is to take part in such a project which is beneficial for all of us. VMIG feels it important to build relations with schools in the region, with Hungarian secondary schools which remained outside the borders of the country and with schools in the near or further parts of Europe.
<b>Ideas on how to integrate LTM in the project</b>	Education has very few opportunities to emphasize European values. We do speak about the idea of entrepreneurship, strengthening social cohesion in History lessons, but we have no subject where we teach the common values of Europe. It depends on the enthusiasm of teachers how much the students will learn about this topic. How will they appreciate our cultural values? We must develop the necessary competencies at an early age. The participants of a project promote to this according to their specialty: the Hungarians showing the other country's architectural-linguistic-historical records, values in Hungary; the partners with their experience in educational projects, modern methodology and presenting the Hungarian culture in the present-day another European country. Both counterparts take part in organizing common programmes to develop each other's competencies. This is in harmony with our pedagogical program. We would like to raise value aware adults who not only recognize but also protect the cultural values of their local community. Developing conscious social behavior is inevitable for strengthening social competencies, preserving cultural values, and gaining Europe-compatible language knowledge.



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**COUNTRY:** Hungary

PARTICIPANT		ORGANISATION	
<b>Name</b>	Csilla	<b>Name</b>	Szeberényi Gusztáv Adolf Evangélikus Gimnázium, Művészeti Szakgimnázium,
<b>Family name</b>	Németh	<b>Type of organisation</b>	Public
<b>Position</b>	I'm an English teacher and a youth worker.	<b>Number of employees</b>	130
<b>Email address</b>	csilla@begart.hu	<b>Address</b>	2 Szeberényi tér 5600, Békéscsaba Hungary
<b>Spoken languages</b>	English	<b>Contact</b>	beg@begart.hu www.begart.hu
ORGANIZATION			
<b>Age of pupils</b>	3-20 years old		
<b>Number of pupils</b>	cc. 1200		
<b>Short description of your organisation</b>	<p>The school I'm working at is situated in the south-east of Hungary. It is maintained by the Lutheran Church of Hungary and consists of a nursery school, a primary and secondary grammar school and a vocational school of arts. We can really call it a school complex with approximately 1200 students and 80 teachers. We have a language preparatory class where the newcomer freshers are taught by 3 teachers. In their first year of the secondary school they mostly have language lessons (English, German) so they are specialized in these two languages. Our newly-built sports hall opened its gates two years ago and it is used gladly by many of our sports teams. In our art school we have 5 grades and students learn to become graphic or textile designers, photographers or painters. The different trades can be obtained by taking a centralized state exam after the fifth year of their study. In our school we put great emphasis on human values like tolerance, empathy and cooperation. Moreover, religious education plays a great part in our lives.</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>I have a strong desire to learn about the use of sports as a tool to address social issues and to promote social inclusion. I wish to learn new ways of thinking and good practices from other participants to be able to solve the problems almost everyone at schools can face such as poverty, the problems of minorities, disappointment or disinterest among young people. Another area I hope I will have a chance to build a strategic cooperation is entrepreneurship. Our school hosts a group of art students who try to sell their own products with the help of a Hungarian organization called Junior Achievement. This is an international association with different practices worldwide so it would be nice to exchange ideas and good practices through student and teacher mobility visits.</p>		
<b>Departments/subject areas that might be involved in the partnership</b>	Cross-sectoral cooperation School education Vocational education and training		

<b>Experience with national/international cooperative projects</b>	<p>As an organizing institution our school have not been taking part in Erasmus+ programmes for a long period of time. However, previously both a Leonardo da Vinci vocational project and a Comenius partnership project had been completed successfully in the school. As for international youth work, in 2013 a YiA application were approved and a Norwegian group was our partner in a youth exchange. The main topics of the project were education through sport and outdoor activities and youth leisure. In the previous years about 30 other high school students participated in different youth exchange programs which were about helping young people to understand the concept of the EU through sports, the issues of environmental education and restorations in a nature reserve. Our art school is also in cooperation with a Hungarian NGO which leads to other youth exchanges as well. We've built a nice and fruitful partnership with a Thai school during the last ten years and mutual cultural visits are planned regularly between the two schools. Finally, we have a contact with an orphanage situated near the Hungarian-Romanian border and we always try to give them some financial help to support the children living in the institution.</p>
<b>Institution strengths from which the partnership can benefit</b>	<p>Our school is a rather complex institution so it offers a lot of opportunities for future partnerships. We teach children from the age of 3 until the age of 20. We have about 1200 students in our nursery, elementary, secondary grammar and art school. As for the secondary grammar school, most of our students go to continue their further education at colleges and universities. Our art school offers diplomas in interior decoration, photography, painting, graphic design and textile work. Here our students either go to universities of arts or they become members of the European labour market. We have a group of art students and teachers who joined the program of the Hungarian Junior Achievement which is an organization with the aim of helping young entrepreneurs worldwide. Beside education, our aim is to put a great emphasis on enhancing the students' personal and social competences. Students do a 50-hour voluntary work during their studies. Our school's rules and regulations also include the need of raising our students' cultural and intercultural awareness. We fight against discrimination and racism and want our students to become an open-minded, tolerant, empathetic and respectful member of our community and to reflect this attitude towards all the people they make contact with.</p>
<b>Ideas on how to integrate LTM in the project</b>	<p>Long-Term Mobilities could be integrated in the project through cooperation between schools and companies in the private sector. Collaboration could be achieved by organizing workshops in the participating countries which would promote the exchange of innovative ideas and good practices.</p>

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**(School Exchange Partnerships)**

**Santa Cruz de Tenerife, Spain, 24<sup>th</sup>-27<sup>th</sup> October, 2018**



**COUNTRY:** Iceland



PARTICIPANT		ORGANISATION	
<b>Name</b>	Helga	<b>Name</b>	Borgarholtsskóli
<b>Family name</b>	Hjálmarsdóttir	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher. Art history, cultural history	<b>Number of employees</b>	120
<b>Email address</b>	hkristrun@bhs.is	<b>Address</b>	við Mosaveg 112, Reykjavík Iceland
<b>Spoken languages</b>	Icelandic/english	<b>Contact</b>	bhs@bhs.is <a href="https://www.bhs.is/">https://www.bhs.is/</a>
ORGANIZATION			
<b>Age of pupils</b>	16-20		
<b>Number of pupils</b>	1300		
<b>Short description of your organisation</b>	Borgarholtsskóli is a comprehensive secondary school, in the outskirts of Reykjavík. It's located in the Grafarvogur suburb, which has a population of about 20.000. Borgarholtsskóli offers a great variety of courses, i.e. three academic programs, art programs, four vocational programmes, two preparatory courses for secondary school entrance, special education programme, social services and commerce. In the vocational field we specialize in the metal and car trades, offering evening courses in the former ones. With the exception of the preparatory and the special education programmes, all courses are organized on a unit-credit basis. Some of the preparatory courses also give credits with the exception of courses in the core subjects which are Icelandic, Mathematics, English and Danish.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	My organizations is preparing an application for Erasmus+K2 in mars 2019. Our school will like to be the coordinator and implement and monitor the processes associated with student and staff mobility. Our project will aim on finding a partners in comprehensive secondary school that are willing to work with our project in fields of performing arts, visual arts and films. To make it possible it is relevant to go to Contact Seminar and find potential partners for my organizations. We are looking for different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth. Our organizations are looking for Long-term study mobility of pupils can also be a valuable international pedagogical experience for schools and teachers involved.		
<b>Departments/subject areas that might be involved in the partnership</b>	Creativity, Innovation and Leadership		
<b>Experience with national/international cooperative projects</b>	Our school has been working in Erasmus project before.		
<b>Institution strengths from which the</b>	Taking part in Erasmus project have multiple benefits for our school. For students and the staff who participate, all of them will enhanced language skills, innovative teaching methods and cultural		

<b>partnership can benefit</b>	awareness.
<b>Ideas on how to integrate LTM in the project</b>	For students it might be an opportunity to go and studying or living abroad an effect their future job prospects. It is also a chance to improve language skills, gain self-confidence and independence and immerse them self in a new culture. Our aim is to encourage all students to realise their potential, fostering independence and maturity in order to prepare them for their future as global citizens For our teachers, they will be able to share their knowledge and experience with other teachers and to get to know education institution abroad.

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**COUNTRY:** Iceland

PARTICIPANT		ORGANISATION	
<b>Name</b>	Kristveig	<b>Name</b>	Borgarholtsskóli
<b>Family name</b>	Halldórsdóttir	<b>Type of organisation</b>	Public
<b>Position</b>	Internation Coordinator, teacher in art; grafik design, drawing, photography,	<b>Number of employees</b>	130
<b>Email address</b>	kristveig@bhs.is	<b>Address</b>	Við Mosaveg 112, Reykjavík Iceland
<b>Spoken languages</b>	English, spanish	<b>Contact</b>	bhs@bhs.is bhs.is
ORGANIZATION			
<b>Age of pupils</b>	16 - 19 / 20		
<b>Number of pupils</b>	1300		
<b>Short description of your organisation</b>	<p>Borgarholtsskóli (<a href="http://www.bhs.is">www.bhs.is</a>) is a comprehensive secondary school, in the outskirts of Reykjavík. It's located in the Grafarvogur suburb, which has a population of about 18.000. Borgarholtsskóli offers a broad variety of courses; three main academic programs, art programs, four vocational programs, two preparatory courses for secondary school entrance, special education programs, social services and commerce. In the vocational field we specialize in the metal and car trades, offering evening courses in the former ones. With the exception of the preparatory and the special education programs, all courses are organized on a unit-credit basis. Some of the preparatory courses also give credits with the exception of courses in the core subjects which are Icelandic, Mathematics, English and Danish. Additionally, we have distant learning courses in multimedia. In the art department students have access to very good computer facilities equipped with the latest technology. Approximately 1300 students attend various study fields in Borgarholtsskóli and 120 staff. The Number of pupils has gradually risen through the years and is still rising. Students are of all ages but most of them are 16 to 19 years old. They are very active and enthusiastic about creating an active social atmosphere in the school, for example with various clubs, dances, a song contest and participation in a quiz-competition between all secondary schools in the country in which they have done very well.</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>Our school will like to be the coordinator and implement and monitor the processes associated with student and staff mobility. Our project will aim on finding a partners in comprehensive secondary school that are willing to work with our project in fields of performing arts, visual arts and films. We are looking for different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth. Our organizations are looking for Long-term study mobility of pupils can also be a valuable international pedagogical experience for schools and teachers involved.</p>		

<b>Departments/subject areas that might be involved in the partnership</b>	Arts programs, Graphic design, Film and television, Performing arts, English, IT and more.
<b>Experience with national/international cooperative projects</b>	Yes, Erasmus + mobility projects and cooperative projects.
<b>Institution strengths from which the partnership can benefit</b>	Borgarholtsskóli has good experience in cooperative projects, we have department in art that are open to experiments with new methods and learning for our students. Almost all students speak English and teachers to. We have good open and positive students that are very interested to take part in project like that. It is so inspiring to visit Iceland, hi standard in creative work and thinking.
<b>Ideas on how to integrate LTM in the project</b>	Important skill to teach today is creative and innovative minds that can adapt and face future unpredictable challenges. Adopting innovation and creativity in education can help/prepare student for the future problems and to solve them. Our expectation for our project is that students from different European country's work to gather on a global and future problems solving in a innovation and creative way. Creative project like our idea can help to make long term mobilities is very interesting and a good way to work to gather for schools and most of all the students.

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**COUNTRY:** Iceland

PARTICIPANT		ORGANISATION	
<b>Name</b>	Bjarney Guðrún	<b>Name</b>	Framhaldsskólinn á Laugum
<b>Family name</b>	Jónsdóttir	<b>Type of organisation</b>	Public
<b>Position</b>	project manager	<b>Number of employees</b>	31
<b>Email address</b>	bjarney@laugar.is	<b>Address</b>	Austurhlíðarvegur 650, Laugar Iceland
<b>Spoken languages</b>	english	<b>Contact</b>	sarngrim@laugar.is laugar.is
ORGANIZATION			
<b>Age of pupils</b>	16-22		
<b>Number of pupils</b>	90		
<b>Short description of your organisation</b>	We are small boarding school in the country side. The school have tree courses of study for final exams of upper secondary school: physical education and sport science, natural science and social science. We are small school community that works together for the students.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We are interested in flipped classrooms, public health, all kinds of physical activities, green renewable energy and information education.		
<b>Departments/subject areas that might be involved in the partnership</b>	We are small school that work together.		
<b>Experience with national/international cooperative projects</b>	Not much		
<b>Institution strengths from which the partnership can benefit</b>	Personal connections with or student and nearness to the nature.		
<b>Ideas on how to integrate LTM in the project</b>	Not at this time.		

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**COUNTRY:** Iceland

PARTICIPANT		ORGANISATION	
<b>Name</b>	Halldór Jón	<b>Name</b>	Framhaldsskólinn á Húsavík
<b>Family name</b>	Gíslason	<b>Type of organisation</b>	Public
<b>Position</b>	Vice principal/teacher: history	<b>Number of employees</b>	17
<b>Email address</b>	halldor@fsh.is	<b>Address</b>	Stórigarður 10 640, Húsavík Iceland
<b>Spoken languages</b>	Icelandic and english	<b>Contact</b>	fsh@fsh.is www.fsh.is
ORGANIZATION			
<b>Age of pupils</b>	16 to 20+		
<b>Number of pupils</b>	117		
<b>Short description of your organisation</b>	The Húsavík Upper-Secondary School (FSH) is a small school with about 100 students. It is located in Húsavík in the North of Iceland. FSH began operating in the spring of 1987. The school prepares students for their university studies. It offers programs in Social Studies and Humanities, Natural Science and Special Education.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We are open to new ideas but we would like to get in to partnership with small upper-secondary schools. Some of the topics we are working on is how to better keep hold of our students, preventing dropout in secondary schools, offering diverse subjects to our students, personal service to our students, collaboration with local sports teams, collaboration with parents, special needs classes. We are new to this and as stated before are open to new ideas and new partnerships.		
<b>Departments/subject areas that might be involved in the partnership</b>	Psychology, life skills, language, history, biology, special needs, just to name a few		
<b>Experience with national/international cooperative projects</b>	We have got little experience with international cooperation projects.		
<b>Institution strengths from which the partnership can benefit</b>	We are a small school with easy access to our staff and our local community. We have got very capable teachers with a diverse backgrounds and fields of study.		
<b>Ideas on how to integrate LTM in the project</b>	We are new to this and as stated before are open to new ideas and new partnerships.		



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**COUNTRY:** Italy

PARTICIPANT		ORGANISATION	
<b>Name</b>	Rosa Maria	<b>Name</b>	Istituto Statale Pascasino- Liceo delle Scienze Umane- Liceo Economico- Sociale- Liceo
<b>Family name</b>	Giacalone	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher Foreign Languages Spanish and English	<b>Number of employees</b>	80
<b>Email address</b>	rossellagiacalone@libero.it	<b>Address</b>	Via Vaccari n.5 e Via Falcone n.20 Marsala (Tp) Italy 91025, Marsala Italy
<b>Spoken languages</b>	Italian, English, Spanish	<b>Contact</b>	tppm03000q@pec.istruzione.it <a href="https://www.liceopascasinomarsala.gov.it/">https://www.liceopascasinomarsala.gov.it/</a>
ORGANIZATION			
<b>Age of pupils</b>	14-18		
<b>Number of pupils</b>	750		
<b>Short description of your organisation</b>	<p>The Liceo Statale PASCASINO is currently divided into three areas of study: Liceo Linguistico, Liceo delle Scienze Umane and Liceo Economico Sociale. The study of Foreign Languages, Human Sciences, Law, Economics and Music characterize the course of the Pascasino High School, which offers a high quality training offer to young people from Marsala. In addition, the Institute offers students extra-curricular courses aimed at obtaining certifications in English (Cambridge First and possibly CAE), in French (DELF) and in Spanish (DELE). This year the cultural offer has been further enriched, thanks to the arrival of five new teachers, who are carrying out various upgrading projects according to law 107/2015. The staff currently consists of a total of about one hundred staff units. Our students, about 750, come from all the surrounding territory and manifest the primary need to confront different cultures and to deepen their knowledge of the languages studied, also through the action of the teaching staff, constantly called to update and expand their own knowledge. Strengthened by this linguistic and cultural need, the school community is set to achieve a profitable experience of internationalization, to acquire new teaching techniques, get involved and expand their horizons and professional skills.</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>Considering that our Scholastic Institution is leading Erasmus + for the province of Trapani, which has been carrying out the EsaBac Project (double Italian / French diploma) for a few years and which pursues CLIL teaching in three foreign languages (English, French, Spanish), this training requirement is impractical. The goal to be pursued, after the training of teachers, will be to use an experimental and innovative methodology, which will be disseminated not only in the school of belonging, but also in the schools of the province. Over the last few years, targeted activities have been carried out, concerning the construction of a 'European feeling': workshops, role-playing, business games, classroom research and group works. Several teachers of DNL (Non-Linguistic Discipline) have already engaged in linguistic-</p>		

	methodological training activities, have obtained certification in English both at the initial and intermediate level (A2, B1 of the Common European Framework of Reference for Languages).
<b>Departments/subject areas that might be involved in the partnership</b>	FOREIGN LANGUAGES, LITERATURE, HISTORY, GEOGRAPHY, ART, MUSIC, NEW TECHNOLOGIES AND ICT. Re-launching the challenge of the globalization of knowledge through internationalization is one of the main objectives of our high school. To achieve this, projects have been carried out (and further plans are planned) aimed at encouraging the growth of young candidates to be citizens of Europe and the world. With this in mind, the focus is on the mobility of students, teachers and staff through cultural exchanges and twinning. The possible participation in the course would focus on the importance and added value of long-term mobility that the institute promotes, the work strategies for the management of such mobility, the targeted definition of the instruments that aim to measure and amplify the impact in our school, ensuring the presentation of some good practices, networking activities with the aim of facilitating the search for a partner for the 2019 call. The course would give a considerable help in the drafting of new projects, on which the school is already working thanks to a commission formed by tenacious and motivated teachers, who work with passion and dedication.
<b>Experience with national/international cooperative projects</b>	Over the last few years, targeted activities have been carried out, concerning the construction of a 'European feeling': workshops, role-playing, business games, classroom research and group works. Several teachers of DNL (Non-Linguistic Discipline) have already engaged in linguistic-methodological training activities, have obtained certification in English both at the initial and intermediate level (A2, B1 of the Common European Framework of Reference for Languages). Foreign language teachers have been involved in the last ten years: - twinning activities, language internships, school-work alternation, PON C1, EsaBac project, individual mobility Comenius; - a two-year Comenius Multilateral Partnership with six European foreign countries; - use of the Etwinning platform for virtual twinning and online projects.
<b>Institution strengths from which the partnership can benefit</b>	The Liceo Statale Pascasino of Marsala (district-town), with a population of 753 students and 100 staff, with its departments of Liceo delle Scienze Umane, Liceo Economico Sociale, Liceo Linguistico, is a garrison of languages and cultures. Our school provides our students with curricular and extracurricular high level activities, such as European Citizenship in English. In this district town, which is agricultural, industrial and touristic, the school community feels the need to welcome to experiences of growth in a larger dimension, not forgetting the themes of European digital citizenship, legality, environment and equal opportunities. So, we consider that a transnational experience may prove fruitful for teachers, not only for professional reasons, but also for cultural ones and it may have positive effects on the entire school community and town. Starting point The school feels the need to improve the standard of quality so far acquired. There is a need to implement some skill gaps, to develop innovative programming skills, to expand the offer of training, to update teaching methods, to take advantage of modern training courses, in order also to promote the educational success of the students and improve their performance, reducing the school drop-out that is 25% at the moment.
<b>Ideas on how to integrate LTM in the project</b>	Objectives Out target is to acquire the following objectives: -improving teachers knowledge in English; - learning new teaching strategies; -dealing with new ways of working to teach to be digital European citizens; -studying in deep methodologies; -learning different cultures of other countries; - using the foreign language as a communicative instrument immediately after coming back to school; - improving the digital teaching of 'European Citizenship', which has been introduced in our curriculum this year as a new subject; -increasing the skill of relationship and coexistence among people; -opening to new possibilities for understanding reality and cultural development; -adopting new learner-centered approach to avoid the drop out.

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**COUNTRY:** Italy



PARTICIPANT		ORGANISATION	
<b>Name</b>	Eva María	<b>Name</b>	Istituto Cultura e Lingue Marcelline
<b>Family name</b>	Méndez Blázquez	<b>Type of organisation</b>	Other
<b>Position</b>	Spanish Teacher	<b>Number of employees</b>	19 (Liceo Linguistico)
<b>Email address</b>	evamendezmarcelline@gmail.com	<b>Address</b>	Via Gaetano Pini, 2 20122, Milano marcellinebolzano.it
<b>Spoken languages</b>	Spanish, English, Italian	<b>Contact</b>	+39258306661 <a href="mailto:segreteria@marcellinebolzano.it">segreteria@marcellinebolzano.it</a> marcellinebolzano.it
ORGANIZATION			
<b>Age of pupils</b>	14-19		
<b>Number of pupils</b>	79		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	Our school is based on a plurilinguistic and multicultural background. Our students belong to the three different linguistic groups official in our region (Trentino-Alto Adige); Italian, German and Ladino. The geographical situation of our school almost at the borderline with Austria and Switzerland and very close to Germany favours connections with other schools and cultures. Being a Linguistic School, Liceo Marcelline has always promoted international exchanges and immersion trips. Our school has become very attractive for students from other Italian regions as well as from abroad. Istituto Marcelline is divided into Nursery, Primary and Secondary schools and the linguistic section as a part of the Secondary education system. In the Liceo Linguistico students learn five languages (English, French, Spanish, Chinese and Russian) as well as two of the three official languages in the region; German and Italian. We have 19 teacher and 79 students.		
<b>Areas/topics you would like to address in your project</b>	As a Linguistic School, our educational institution main objective is to promote and favour language learning. For this reason, we believe that getting involved in the Erasmus + programme could greatly contribute to the integral development of our students in the linguistic and personal dimensions of their learning process. Our institution has traditionally developed projects involving students, families and teachers with the aim to improve our students? communicative competence and cultural development within both a European and an international perspectives. Every year, the school carries out different exchanges and immersion trips. We encourage our students to participate in these programmes as an important part of their education. Therefore, we would like to participate in European exchanges. We already have an eTwinning project going on and we consider positively the possibility of working on an Strategic Partnership programme as well on other programmes promoting learning about European institutions. It would be also desirable to consider also programmes involving Staff mobility. We consider collaboration between teachers and pedagogical development and improvement crucial for our project.		
<b>Departments/subject areas that might be</b>	The whole linguistic area might be involved in any partnership or programme that we could develop. Our subjects range from the different languages taught to Maths, Law and Physics. We are all involved in the		

<b>involved in the partnership</b>	European projects that can benefit our students and our institution.
<b>Experience with national/international cooperative projects</b>	Our school has carried out other exchanges and also immersion trips together with certain international projects involving language learning such as the exchange with a Russian and a school from Chile. Both these projects are still at work as well as others such as the possibility of spending two weeks in Madrid for the School/Work programme compulsory for Italian Secondary Schools or an immersion trips to Ireland and France. We have also developed an E-Twinning project , the "Models United Nations", a collaboration with a school in Innsbruck and an exchange with a German-based school in Bolzano. Currently, we are also developing several projects which are included in the Improvement Programme of the school and are constantly assessed and renewed: implementing digital learning with the use of tablets and other gadgets (cooperative learning, flipped classroom model); development of the intercultural competence using "Social Skills" so that students and teachers could share their experiences when studying abroad; Reviewing and developing methodology and competence from the perspective of the European background; development of linguistic and communicative competences involving students and teachers within other institutions.
<b>Institution strengths from which the partnership can benefit</b>	We encourage our students to participate in these programmes as they may help them develop their linguistic competence in context as well as to get to know other cultural backgrounds. It is an important challenge for us because it contributes to the didactic objectives of the institution and provides our students with a more open, tolerant and integrated vision of the cultures and languages they are studying. Our motivation to participate in this project is that to guide our students in their personal and linguistic developments. As we have already learnt from other similar experiences, we believe that our students find these intercultural experiences very attractive and linguistically beneficial. As an educational institution, we constantly search for didactic innovation as it could respond positively to the needs of our students. Our current globalized society provides students with stimuli and sets new challenges. We promote a critical and tolerant learning that helps them develop as individuals and citizens.
<b>Ideas on how to integrate LTM in the project</b>	We could integrate a Long-Term Mobility in different ways. We would like to develop a sense of community encouraging students and teachers to participate in European projects. We would also like to participate in different European projects to promote cooperative learning. For teachers, it is important to have the opportunity to develop linguistic, didactic and technological competences. The school would benefit greatly from exchanges with other educational institutions. We also consider the opportunity to promote linguistic and cultural exchanges.

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**COUNTRY:** Italy

PARTICIPANT		ORGANISATION	
<b>Name</b>	Pietrina	<b>Name</b>	IISS Ricciotto Canudo
<b>Family name</b>	De Giorgi	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher of English Language and English Literature / Responsible of Erasmus Plus Projects	<b>Number of employees</b>	183
<b>Email address</b>	piera.degiorgi@canudo.gov.it	<b>Address</b>	Via Aldo Moro C.N 70023, Gioia del Colle Italy
<b>Spoken languages</b>	English / Italian	<b>Contact</b>	BAIS00200G@istruzione.it www.canudo.gov.it
ORGANIZATION			
<b>Age of pupils</b>	14-19		
<b>Number of pupils</b>	1300		
<b>Short description of your organisation</b>	<p>IISS Ricciotto Canudo is an Upper secondary School formed by Liceo Classico, Liceo Scientifico and ITIS, it has 1300 students and 183 teachers together with other members of staff. It is situated in the southern part of Italy, in Puglia, between Bari and Taranto. It is formed by two Upper Secondary Schools 'Licei' one with subjects concerning classical languages and the other one with either classical and scientific subjects, and a school job oriented. In the three schools English is the foreign language taught to students aged 13-19. Students belong to families with various economical backgrounds, but all share the desire to have a good preparation in order to face the difficulties of beginning a successful University life or start a good job. Students live their school life without any particular social involvement, they tend to study in order to reach good results some of them instead seem unaware of the economic problems or the work market around them and, at the same time are at risk of social exclusion especially when they start having problems with learning, understanding and social interaction with teachers and the other students. Living in a strict social context, they are accustomed to exchange ideas and share experiences only with the restricted group of their class so they live a limited experience of school life and they have little exchanges with European reality.</p>		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>We would like to work on the development of creativity, innovation and entrepreneurship in order to promote future professional and work choices. One area of interest is the promotion of the knowledge of the tourism economy and the promotion of the integrated tourist offer of the territorial systems. The aim of encouraging entrepreneurship could be reached only thanks to the expansion of cultural skills, making students move from the point of view of interculturalism to insert them, positively and adequately, in a context of relationship (study, work or personal) on an extra-national level so as to be able to open to experiences and perspectives of different countries and cultures.</p>		
<b>Departments/subject areas that might be involved in the</b>	<p>The departments and subject areas that may be involved could be: Languages, Law, History, Science, Maths . These subjects could be useful to expand not only language skills necessary for mobility and flexibility within the community for the learning of foreign languages but also to develop responsible and</p>		

<b>partnership</b>	aware students in new environments. These subjects could help to develop reading, listening and speaking skills together with the enhancement of communication skills in English to reach at least the B2 level of the Common European Framework of Reference. The subjects could help students to develop creativity, innovation and entrepreneurship in order to understand better the territory, to promote every action able to create new jobs. The partnership could train the students in their constituent components: cognitive, social, affective, civic and value dimension through long-term mobility that fosters the knowledge of a culture different from one's own. The areas involved might help all together to develop the knowledge of languages and the development of the process of building a European identity thanks to the belief of the international dimension of education.
<b>Experience with national/international cooperative projects</b>	The school has participated in Comenius Programme, is working on Erasmus Plus KA2 and on PON and POR, projects financed by Europe and Puglia region which have given students the opportunity to work and study in England and in Ireland. The POR and PON approved have given the opportunity to : ? Encourage the expansion of their cultural skills, making students move in different cities, cooperate with other person, open their horizons. The Comenius and Erasmus projects have helped teachers to compare their methods of teaching, approach to school and school life with other colleagues, This has lead to a general opening and to the desire to make other teachers live the experience and above all to make students live the beauty of international meeting and sharing of experience.
<b>Institution strengths from which the partnership can benefit</b>	The Institution has a strategic position in Puglia Region and is near Matera, Europe Culture Capital 2019, a city which has seen a great development in the last years and is full of visitors because of the promotion of tourism and territory. The Institution has created a common understanding between the schools of the territory and the associations with a strong commitment to active citizenship. The development of a partnership based on creativity, innovation and entrepreneurship together with the construction of the European identity will provide opportunities for growth in the area of ??strengthening language skills but also in the development of organizational and interpersonal skills, or for the development of those transversal skills such as development of critical sense, problem-solving, group work and interpersonal and communicative skills. The involvement of the territory in terms of study of good practice created by Matera and collaborations with will offer the realization of the modules a strong reinforcement of the experiential dimension able to produce lasting effects on students in terms of European and global citizenship.
<b>Ideas on how to integrate LTM in the project</b>	Students could work during the mobility on the analysis of the territory: activities, sectors and economic development, employment statistic. Analysis of future growth and future works. They could create a team with proper figures: PROJECT MANAGER AND HEAD OF RESEARCH: ? establish a work plan with deadlines for content delivery processed by the rest of the team ? collect team reports to check that everything is consistent with the decisions made during the lesson SOCIAL MEDIA MANAGER AND CODER: ? create the project's Twitter account ? write the first tweet summarizing the research objective ? create any other social profiles keeping them up-to-date DESIGNER: ? develop a logo representing the theme and the project chosen for the research. BLOGGER: ? using the works produced by Storyteller, Analyst and Coder, he writes a word post in which he summarizes the decisions taken in the group and by the students working in the partnership contextualizing the research STORYTELLER: ? writes, in 500 words, the stages followed, the key words of the research ? choose together with the blogger the most significant picture of the group work to be attached to the analysis report ANALYST AND CODER: ? write in 500 words which data and additional information were found during the research and how they can be useful for research All these steps must be followed by a wider analysis of the territory in order to have a deeper knowledge of the labor market and promote

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**COUNTRY:** Italy



PARTICIPANT		ORGANISATION	
<b>Name</b>	Elena	<b>Name</b>	Istituto d'Istruzione Superiore Marconi Da Vinci Piacenza
<b>Family name</b>	Fochi	<b>Type of organisation</b>	Public
<b>Position</b>	English teacher	<b>Number of employees</b>	50 employees - about 180 teachers
<b>Email address</b>	elena.fochi@isii.it	<b>Address</b>	Via IV Novembre 122 29122, Piacenza Italy
<b>Spoken languages</b>	Italian, English, French	<b>Contact</b>	pcis006006@isii.it www.isii.it
ORGANIZATION			
<b>Age of pupils</b>	14-19		
<b>Number of pupils</b>	about 1500		
<b>Short description of your organisation</b>	Technical High School		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We have already started 2 major projects: 2017 - Erasmus Plus KA 101 - Learning Mobility to improve technical skills and language competence of teachers 2018 - KA 229 - Strategic partnership for school exchange - Integrated science teaching: innovative scientific teaching methods		
<b>Departments/subject areas that might be involved in the partnership</b>	In the last few years our school has been promoting a number of initiatives aimed at improving the skills of teachers and students in technological areas. We are particularly interested in contacting schools and institutions for job shadowing experiences and students' work placements.		
<b>Experience with national/international cooperative projects</b>	We have already had collaborations with Spanish, German and French institutions		
<b>Institution strengths from which the partnership can benefit</b>	Our school has created a dedicated committee where teachers of English and technical subjects are involved in creating projects, programmes for foreign teachers who visit our school and didactic activities.		
<b>Ideas on how to integrate LTM in the project</b>	This is a new type of mobility that we need to know better. To date our students have been involved in short term mobilities (max. 7-15 days). We would like to gather information and ideas on how to integrate long-term mobilities in our projects.		

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**COUNTRY:** Latvia



PARTICIPANT		ORGANISATION	
<b>Name</b>	Igors	<b>Name</b>	Ogres 1. vidusskola
<b>Family name</b>	Grigorjevs	<b>Type of organisation</b>	Public
<b>Position</b>	Principal (headmaster) of the school. Responsible for all aspects of the organization. Focus on change	<b>Number of employees</b>	156
<b>Email address</b>	igorsgrigorjevs@inbox.lv	<b>Address</b>	Zin?bu iela 3 LV-5001, Ogre Latvia
<b>Spoken languages</b>	Latvian, English, Russian.	<b>Contact</b>	ogres1vsk@ogresnovads.lv <a href="http://www.ogres1v.lv/">http://www.ogres1v.lv/</a>
ORGANIZATION			
<b>Age of pupils</b>	7-40		
<b>Number of pupils</b>	1350		
<b>Short description of your organisation</b>	Ogre 1st Secondary School celebrates 100th anniversary in 2019. The school serves 1350 pupils from grade 1 to grade 12 (children from the age of 7). The school provides comprehensive curriculum. Secondary school students (grade 10 to 12) choose between three paths - mathematics and engineering, entrepreneurship or social studies and humanities. Until recently the school had limited experience with international projects. That, however, has changed. In the study year 2018/19 the school has successfully completed one Erasmus+ KA1 project, and is participating in another three. Since the school serves large Number of pupils, we are looking forward to be involved in Erasmus+ KA2 project, either as leading partner or as partners. We are very much interested in cultural exchanges, but we are open to other topics as well.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We are interested in strengthening our social and humanities program, since we are teaching Spanish as the 3rd language and German as the second language. We are also interested in projects centered around the UN Sustainable development goals. We would also be interested in anti-bullying projects. We are very much interested in school-level activities, individual class level activities as well.		
<b>Departments/subject areas that might be involved in the partnership</b>	Languages, UN Sustainable development goals, anti-bullying.		
<b>Experience with national/international cooperative projects</b>	In the study year 2017/18 we successfully completed Erasmus+ KA1 project, in the study year 2018/19 we are managing Erasmus+ KA1 project, and participating in two Erasmus+ KA2 projects and a Nordplus project.		
<b>Institution strengths from which the partnership can benefit</b>	We are very strong in Entrepreneurship education, we are gaining strength in Technology education.		
<b>Ideas on how to integrate LTM in the project</b>	Long-Term Mobilities would be highly beneficial for cultural exchange projects to strengthen and improve 2nd and 3rd language skills (Spanish and German).		



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**COUNTRY:** Liechtenstein

PARTICIPANT		ORGANISATION	
<b>Name</b>	Dominic	<b>Name</b>	Schulamt Fürstentum Liechtenstein/Realschule Balzers
<b>Family name</b>	Bont	<b>Type of organisation</b>	Public
<b>Position</b>	Coordinator of foreign languages Schulamt Fürstentum Liechtenstein; Headmaster Secondary School of Balzers,	<b>Number of employees</b>	20/20
<b>Email address</b>	bont.dominic@schulen.li	<b>Address</b>	Austrasse 79/Schulstr. 2 9460/6496, Vaduz/Balzers Liechtenstein
<b>Spoken languages</b>	German, English, French, Italian, Spanis	<b>Contact</b>	bont.dominic@schulen.li www.rsb.li
ORGANIZATION			
<b>Age of pupils</b>	12-16		
<b>Number of pupils</b>	105		
<b>Short description of your organisation</b>	Schulamt Liechtenstein Is in charge of all the Schools in Liechtenstein. Realschule Balzers Project School for Long Term Mobility in foreign languages		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Long term mobility: Our Schools are on Secondary Level one (12 to 16 year old students). We are German speaking and are looking for English or French speaking classes. We would like to ? get to know each other via mailing and Social Media (Emails, WhatsApp, Facetime, ?) get to know other countries do small projects together to have a common ground to start a real exchange (family stay)		
<b>Departments/subject areas that might be involved in the partnership</b>	Our institution (Schulamt Liechtenstein) is in charge of 9 different schools on secondary level. We would like to motivate our teachers for long term mobility (French/English) by making a first reference Project with Realschule Balzers		
<b>Experience with national/international cooperative projects</b>	Several exchanges (family stay) with schools from the French part of Switzerland		
<b>Institution strengths from which the partnership can benefit</b>	We are coordinating foreign languages (English, French) in nine different schools on secondary level one, consisting of 83 classes and 642 pupils and searching projects to motivate teachers for long term partnership in English and especially French		
<b>Ideas on how to integrate LTM in the project</b>	In the future we will have to establish opportunities for our students to speak French. Maybe a Long Term Mobility could make a contribution to reach this aim.		

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**COUNTRY:** Netherlands

PARTICIPANT		ORGANISATION	
<b>Name</b>	Dennis	<b>Name</b>	Sint Michaël College
<b>Family name</b>	Jurhill	<b>Type of organisation</b>	Public
<b>Position</b>	Head of the English Department	<b>Number of employees</b>	130
<b>Email address</b>	djurhill@stmichaelcollege.nl	<b>Address</b>	Leeghwaterweg 7 1509 BS, Zaandam Netherlands
<b>Spoken languages</b>	English, Spanish, German, Dutch	<b>Contact</b>	info@stmichaelcollege.nl www.stmichaelcollege.nl
ORGANIZATION			
<b>Age of pupils</b>	12-18		
<b>Number of pupils</b>	1200		
<b>Short description of your organisation</b>	A secondary school located next to the Zaanse Schans in The Netherlands (close to Amsterdam) for general higher secondary education and preparatory university education		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Cultural Heritage		
<b>Departments/subject areas that might be involved in the partnership</b>	History, Social Studies, Citizenship, English, ICT		
<b>Experience with national/international cooperative projects</b>	Only virtual via eTwinning		
<b>Institution strengths from which the partnership can benefit</b>	Colleague participation, parents involvement, regional/municipal involvement		
<b>Ideas on how to integrate LTM in the project</b>	organising teacher/student mobilities/exchanges where we can learn other country's cultures and traditions.		

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**COUNTRY:** Poland



PARTICIPANT		ORGANISATION	
<b>Name</b>	Halina	<b>Name</b>	ZSEG w Żywcu
<b>Family name</b>	Rus-Szymanska	<b>Type of organisation</b>	Public
<b>Position</b>	accountancy, economy, basic business	<b>Number of employees</b>	60
<b>Email address</b>	h.rus-szymanska@zseg.zywiec.pl	<b>Address</b>	ul.Mickiewicza 6 34-300, Żywiec poland
<b>Spoken languages</b>	English	<b>Contact</b>	zseg@zywiec.pl www.zseg.zywiec.pl
ORGANIZATION			
<b>Age of pupils</b>	16-20		
<b>Number of pupils</b>	900		
<b>Short description of your organisation</b>	Secondary, Technical School: teaches economy, logistics, advertisement and gastronomy. After four years education pupils pass the employment and maturity exams.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Staff mobility to develop our methods of teaching and improve language skills by courses and training events in a partner school or other organisations Join a Strategic Partnerships to build partnership between schools and other organisations/regions Practical experiments and foreign practices for our pupils		
<b>Departments/subject areas that might be involved in the partnership</b>	mobility activities for learners and staff, exchange experiences with other similar schools		
<b>Experience with national/international cooperative projects</b>	Europe teaches professions - last year project in Portugal and Italy		
<b>Institution strengths from which the partnership can benefit</b>	some new methods, attitudes, different skills and abilities, specific culture,		
<b>Ideas on how to integrate LTM in the project</b>	new ideas, exchange experiences, motivation		

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**COUNTRY:** Poland

PARTICIPANT		ORGANISATION	
<b>Name</b>	Krystyna	<b>Name</b>	I Liceum Ogólnokształcące i. M. Kopernika w Żywcu / 1st Nicolaus Copernicus High School
<b>Family name</b>	Ignatowska	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher of English	<b>Number of employees</b>	56
<b>Email address</b>	ignatowska@poczta.onet.pl	<b>Address</b>	Slowackiego 2 34-300, Żywiec Poland
<b>Spoken languages</b>	Polish, English,	<b>Contact</b>	biuro@lo-zywiec.pl <a href="http://www.lo-zywiec.pl">http://www.lo-zywiec.pl</a>
ORGANIZATION			
<b>Age of pupils</b>	16 -19		
<b>Number of pupils</b>	636		
<b>Short description of your organisation</b>	The school is a leading educational centre in Żywiec district and students from this all area create it ? about 650 students in 22 classes, aged 16-19. The young people come from various social and financial background. Many of them have a difficult start into an adult life because they live far away from big educational and cultural centres. At the same time these are students willingly getting involved into extra activities. At school, except for English, other foreign languages like French, German, Spanish and Russian are taught.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Getting in touch internationally I want to start cooperatin between my school and schools in Europe, which, in turn, will cause highre language competence of my students, will teach them many social skills and show everyday life abroad.		
<b>Departments/subject areas that might be involved in the partnership</b>	I am especially intrested in foreign languages but I am open to any subject areas.		
<b>Experience with national/international cooperative projects</b>	So far I have been taking part in all events in my school which involved an international collaboration, eg. youth exchanges with schools in Sweden, Germany and Ireland. For many years I have been organising educatoinal visits to London during which my students stay with British families ?to experience living in a foreign country on their own?.		
<b>Institution strengths from which the partnership can benefit</b>	The school is located in the centre of the montanious region in Southern Poland. There are a lot of skiing and other winter sport facilities. Morover, it is less then 100 km from Cracow, the historical capitalof Poland and a world famous city, Zakopane - the ski resort or Auschwitz - the Nazi Concentration Camp.		
<b>Ideas on how to integrate LTM in the project</b>	It mostly depends on the kind of project, it is hard to say now.		

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**COUNTRY:** Poland



PARTICIPANT		ORGANISATION	
<b>Name</b>	Tamara	<b>Name</b>	Zespół Szkół Ponadgimnazjalnych nr 2 w Kielcach
<b>Family name</b>	Hachulska	<b>Type of organisation</b>	Public
<b>Position</b>	English as a Foreign Language/ teachers' advisor	<b>Number of employees</b>	120
<b>Email address</b>	tamahachulska@gmail.com	<b>Address</b>	Al. Legionów 4 25-035, Kielce Polska
<b>Spoken languages</b>	Polish, English	<b>Contact</b>	tamahachulska@gmail.com <a href="http://www.pilsudski.com.pl/">http://www.pilsudski.com.pl/</a>
ORGANIZATION			
<b>Age of pupils</b>	15-18		
<b>Number of pupils</b>	800		
<b>Short description of your organisation</b>	ZSPnr2 is a cluster of secondary and upper-secondary schools providing general and vocational courses on Chemistry. We are focused on modern methodology and innovations. We have obtained large experience on various forms of international exchanges, internships and educational visits, as well as long-term partnership with schools in Lithuania and Ukraine. A part of Educational Mission of our school is that our students are equipped with practical, key competences, but also academic knowledge. Even though majority of students in ZSPg nr2 come from underprivileged area our goal is to provide them interesting learning environment. Our school has been cooperating with educational institutions of our region (eg SODMIDN In Service Teachers' Training Centre, board of education).		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	- relevant learning : focusing on key competences and life skills - developing entrepreneurial attitude to life - combining general course of teaching with some traces of job shadowing - preparing youngster for future career - active learning, hands -on experience - independent and motivated students - innovative methods of teaching and learning - using ICT in teaching/learning process - multicultural attitude and openness to new experience, knowledge transfer and cooperation		
<b>Departments/subject areas that might be involved in the partnership</b>	- foreign languages - social studies and humanities - entrepreneurial studies - new technology - sport		
<b>Experience with national/international cooperative projects</b>	Years of experience in national projects: - projects based on social studies and history in cooperation with Ministry of Education and local board of education, - Crocus Project - Galicja Museum in Kraków - Entrepreneurship in schools - ICT in schools - Modern Vocational studies -Twin Cities programme - Sport and recreation campaign. Years of experience in international projects: - school exchange programmes ( France, Hungary, Israel ) - European projects Comenius 2008 /Erasmus+ : KA1 for teachers, KA1 for students, 2 KA2 projects (2016-2018) - Internship programmes run in European companies (2010-2018) - eTwinning projects - quality label 2018		

<p><b>Institution strengths from which the partnership can benefit</b></p>	<p>- qualified and experienced staff - years of experience in international cooperation (2008 and onward) - well motivated school governing body - well established network of local schools in which ZSPg2 plays a leading role - coordinating educational events and other activities with main educational institutions in the region eg. board of education, national museums and cultural centers,labs and geological institute, local government, media - active students and involved Parents' Council - modern sport facilities - the biggest in the region - new ICT labs. It can be beneficial for the future partnership in terms of dissemination : I am also a teachers' advisor and counselor at Teachers Training Centre SODMiDN in Kielce. I organise methodological conferences for teachers and promote the idea of international cooperation among teachers of our region.</p>
<p><b>Ideas on how to integrate LTM in the project</b></p>	<p>We are planning to apply for KA229 2019/20 and intend to integrate LT mobility into it. The way we will do it depends on the area the new partnership will focus. In all cases this type of mobility can help to obtain deeper and wider impact on participants. Among the new partners we will decide for how long and how many students we can send.</p>

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**COUNTRY:** Spain

PARTICIPANT		ORGANISATION	
<b>Name</b>	JOSE MANUEL	<b>Name</b>	IES RIBERA DEL JALON
<b>Family name</b>	PESCADOR VALLEJO	<b>Type of organisation</b>	Public
<b>Position</b>	School teacher, School secretary	<b>Number of employees</b>	33
<b>Email address</b>	jmpescadorv@iesriberadeljalon.com	<b>Address</b>	AVDA CONSTITUCION S/N 42250, ARCOS DE JALON
<b>Spoken languages</b>	Spanish;French and English.	<b>Contact</b>	0034 975320175 42000437@educa.jcyl.es <a href="http://iesriberadeljalon.centros.educa.jcyl.es/">http://iesriberadeljalon.centros.educa.jcyl.es/</a>
ORGANIZATION			
<b>Age of pupils</b>	12-19		
<b>Number of pupils</b>	98		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	We are a small high and bachillerato school in the middle of the most depopulated area in Europe. 30% of our students are immigrants and 25% come from surrounding villages with less than 50 inhabitants. 50% of our staff is changing every year and most of the have less than 30 years old. We work had to offer a personal and effective answer to every student's needs. We have a fluent relationship with our environment and we implement for the last two years an inner formation for teachers regarding: New technologies; International projects and social skills.		
<b>Areas/topics you would like to address in your project</b>	Mostly we are interested in foreign languages learning. Last year we tried to organize an international cooperation project in etwinning regarding physical activity something called 'run for peace'. Unfortunately we never got any partner. Finally we redirected the project to 'On danse pour la paix' with a great Greek High school and we danced all together a Sirtaki for the School Day of Non-violence and Peace on 2018.		
<b>Departments/subject areas that might be involved in the partnership</b>	We have the direct support of the English department; French department and maths department.		
<b>Experience with national/international cooperative projects</b>	We are involved in a bilingual project in the school. In the last two years we have participated in 6 etwinning projects regarding maths / English language and French language. We have also developed several one-to-one stays in France and in Canada with the support of the Junta de Castilla y León in the las three years. We have organized in the same way an educational exchange with a Secondary school in France with 24 students from 13 to 15 years old.		
<b>Institution strengths from which the partnership can benefit</b>	We think we are proactive and ambitious and we are always ready to face new challenges.		
<b>Ideas on how to integrate LTM in the project</b>	We are interested on studying the possibilities of a one-to-one stay in another High School and we are also interested on having a closer relationship with this high school in order to organize some activities together.		

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**COUNTRY:** Spain



PARTICIPANT		ORGANISATION	
<b>Name</b>	MARÍA DOLORES	<b>Name</b>	IES LA MINILLA
<b>Family name</b>	ESPINO ARTEAGA	<b>Type of organisation</b>	Public
<b>Position</b>	VICEPRINCIPAL, English teacher, CLIL COORDINATOR AND ERASMUS+ COORDINATOR	<b>Number of employees</b>	72
<b>Email address</b>	lolaespino@hotmail.com	<b>Address</b>	C/ CONCEJAL GARCÍA FEO, 28 35011, LAS PALMAS DE GRAN CANARIA
<b>Spoken languages</b>	SPANISH, ENGLISH	<b>Contact</b>	+34928270404 <a href="mailto:35002960@gobiernodecanarias.org">35002960@gobiernodecanarias.org</a> <a href="http://www.ieslaminilla.es/">http://www.ieslaminilla.es/</a>
ORGANIZATION			
<b>Age of pupils</b>	12-20 years old		
<b>Number of pupils</b>	800 aprox.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	IES La Minilla is a public Secondary School sited in Las Palmas de Gran Canaria, a welcoming city in Gran Canaria, Canary Islands - Spain. Our students are from 12 to 20 years old and they all come from different social, economic and cultural status. We have 800 students enrolled in Secondary, A levels and Vocational Studies. The school is located in a residential area and the number of teachers is 72. Students can learn three foreign languages: English, French and German, and these departments are very active and usually organize cross-curricular activities together. We are also a leading institution for hearing impaired pupils, which makes us experts in diversity outreach. We have been pioneers in the implementation of CLIL methodology. Nowadays we are teaching four subjects through English: Math, Natural Sciences, ICT and PE. We have also been involved in many working groups and networks and have participated or coordinated Comenius and Erasmus projects all over the years, but have never organized a long-term mobility for students.		
<b>Areas/topics you would like to address in your project</b>	Our school aim is the inclusion and personal growth of any student, despite his or her background, gender or origin so we would like to develop a good quality draft of a project on values, active citizenship, European diversity, health, sport or art.		
<b>Departments/subject areas that might be involved in the partnership</b>	ENGLISH, MATHS, PE, ICT, NATURAL SCIENCES, ART AND MUSIC		
<b>Experience with national/international cooperative projects</b>	We are interested in getting in touch with other organizations to be able to build a partnership in which the school could get some students to take a long-term mobility. IES La Minilla has been organizing all kind of students exchanges and short-term mobility for students within Comenius and Erasmus+ programmes, and our institution is ready to take a step forward for the internationalization of our school. Long-term mobility for students will bring value-added to any future KA2 project and the impact		



	will have an effect, not only on students, but also on the institution itself. Our international cooperation experience includes the participation, either as partners or as coordinators, in Comenius and also Erasmus+ projects: KA103, KA102, KA219, KA229
<b>Institution strengths from which the partnership can benefit</b>	Our strengths are based on our experience as coordinators in several Comenius and Erasmus+ projects. Internationalization has been an aim for our school so the Erasmus+ programme is deeply rooted in our day-to-day school life. We have a well trained team ready to design, coordinate and disseminate any activities and we are also eager to explore all the possibilities of long-term mobility for our students.
<b>Ideas on how to integrate LTM in the project</b>	We would like to design a project in which long-term mobility contributes to the impact of the topic or topics chosen. Understanding the diversity of Europe and reinforcing skills for personal growth will be our goals. Providing distinct cultural perspectives, different educational environments and new social atmospheres, as well as appreciation for other nation's people and history will be easy if we are able to integrate this kind of mobility in our new project. Our target students for this action is our 4th Secondary students; they will be mature enough to live this experience and share it with their mates once they are back home.

**PARTICIPANT PROFILE SHEET**  
**TCA Long-term Study Mobility of Pupils**  
**(School Exchange Partnerships)**

**Santa Cruz de Tenerife, Spain, 24<sup>th</sup>-27<sup>th</sup> October, 2018**



**COUNTRY:** Spain



PARTICIPANT		ORGANISATION	
<b>Name</b>	Sandra	<b>Name</b>	IES Los Cristianos
<b>Family name</b>	Reyes González	<b>Type of organisation</b>	Public
<b>Position</b>	Spanish Language and Literature Teacher; Erasmus+ Contact Person	<b>Number of employees</b>	85
<b>Email address</b>	sreygon@gmail.com	<b>Address</b>	C/ Portazgo, 1 38650, Arona
<b>Spoken languages</b>	Spanish, English	<b>Contact</b>	34 922 75 21 28 <a href="mailto:38010712@gobiernodecanarias.org">38010712@gobiernodecanarias.org</a> <a href="http://www.iesloscristianos.com">www.iesloscristianos.com</a>
ORGANIZATION			
<b>Age of pupils</b>	12-18		
<b>Number of pupils</b>	1034		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	<p>Instituto de Enseñanza Secundaria ?Los Cristianos? is a school situated in Arona, a town in Southern Tenerife. Our school has about 900 students aged between 12 and 18. Around 50% of these students are from a wide variety of countries, such as Colombia, Argentina, Venezuela, China, Morocco, Poland or the former Russian Republics. Everyday life at school is amiable and local students usually welcome foreign pupils friendly. The school offers studies from Secondary to Upper Secondary School; a two years course for special disabled students called ?Aula Enclave? and some Vocational studies on First Aid, Gardening and Administration. This last one only for disabled students. Extracurricular activities, mainly in the sports field, help our students to stand out in Baseball and Athletics, two sports where some of them compete even at regional and state level. Upper Secondary School studies are divided in three different branches: Humanities studies, Science and Music, Arts, Dance and Drama. We have many students who excel in singing, dancing or acting. The town where the school is located is the second tourist area in the island. More than 1.400.000 tourists came to Arona every year. The school is located in Los Cristianos, the most tourist area of the town, so our students and their families live together with tourists in their everyday life. Many families work in the hotels, restaurants and other tourist facilities of the town.</p>		
<b>Areas/topics you would like to address in your project</b>	We are open to almost everything, from health and good habits to sports, dance, drama, cinema, radio, ecology, equality of genders, women's role and empowerment, STEAM, tourism,...		
<b>Departments/subject areas that might be involved in the partnership</b>	English, Spanish, Physics and Chemistry, Mathematics, German, French, Biology, Music, Arts, Economy, Geography and History, Administration...		
<b>Experience with national/international cooperative projects</b>	The school has participated in three Comenius projects, which focused on the following topics: Environment (Play Green), Tolerance (The Ten Commandments of Tolerance) and Healthy Habits (SHAPE). Currently, we have an Erasmus+ KA219 (ROUTE DOCS) focused on Tourism with four other schools in Portugal, Turkey, Estonia and Croatia.		

<b>Institution strengths from which the partnership can benefit</b>	<p>Our strong points are: Previous experience in European projects (Comenius and Erasmus KA2). Highly motivated number of teachers and students. Cosmopolitan environment as our students are from more than 50 different nationalities and they live together in social harmony. Experience in projects related a wide range of matters, like equality, tolerance, health, theatre, radio, cinema, ecology, biology, botanica, astronomy, reading? Very Good relationship with NGOs, educational, political and social institutions at local level and also with Cabildo and Canary Islands Government.</p>
<b>Ideas on how to integrate LTM in the project</b>	<p>Follow indications of the UE regarding Long-Term Mobilities within the program Erasmus+: host/guest schools, host/guest families, students, tutors or contact teachers? Combine, if possible, a long-term mobility for a teacher as well. To adopt a realistic point of view regarding long-term mobilities. For example: 2-3 months at the beginning if the school have no previous experience. Students should only attend subjects taught in English (like AICLE program here). Pre-establish subjects and minimum contents that students should achieve during the stay. Pre-establish projects of different matters related to the topic of the main project for students to realise during the stay.</p>

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**COUNTRY:** Spain



PARTICIPANT		ORGANISATION	
<b>Name</b>	Rebeca	<b>Name</b>	IES Príncipe Felipe
<b>Family name</b>	González Barreiro	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher of Geography and History	<b>Number of employees</b>	130
<b>Email address</b>	rebeca.gonzalezbarreiro@educa.madrid.org	<b>Address</b>	C/Finisterre, 60. 28029, Madrid
<b>Spoken languages</b>	Spanish, Galician, Portuguese, English.	<b>Contact</b>	913 14 63 12 <a href="mailto:ies.principefelipe.madrid@educa.madrid.org">ies.principefelipe.madrid@educa.madrid.org</a> <a href="https://bit.ly/2ouvzkn">https://bit.ly/2ouvzkn</a>
ORGANIZATION			
<b>Age of pupils</b>	12-18		
<b>Number of pupils</b>	2000		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	<p>IES Príncipe Felipe is a Secondary School and a VET centre under the authority of the Consejería de Educación e Investigación de la Comunidad de Madrid (CAM). Therefore, IES Príncipe Felipe is a public centre that provides educational activities to young students from 12 to 18 years old and over. Apart from the regular studies, IES Príncipe Felipe takes part in the Bilingual Program, which enables students to receive their lessons in English. In addition to the Bilingual Program, we also offer the International Baccalaureate programme, that challenge students to excel in their studies. IES Principe Felipe also belongs to the program of Technological Innovation Schools, so it has computer equipment in their classrooms so each student can use their computer individually. The IES Príncipe Felipe is located in the northern area of the city of Madrid. This school has approximate two thousand high school students and over than one hundred teachers.</p>		
<b>Areas/topics you would like to address in your project</b>	Content and Language Integrated Learning (CLIL) methodology Project-Based Learning Implementing ICT in learning		
<b>Departments/subject areas that might be involved in the partnership</b>	Geography and History		
<b>Experience with national/international cooperative projects</b>	International cooperation projects only as a VET centre.		
<b>Institution strengths from which the partnership can benefit</b>	<p>Príncipe Felipe is located in the northern area of the city of Madrid. In the same district, there are several secondary schools, but the impact of the IES Príncipe Felipe within the area is much more intense, due to the wide variety of studies it offers and the extracurricular activities that are held in its facilities. We design and manage a large number of activities in our school, including international mobility of students. To sum up, this high school is a prestigious and stable centre of reference in the district thanks to its innovative nature.</p>		

<b>Ideas on how to integrate LTM in the project</b>	<p>We are looking forward to know other centres which can be future partners to develop a project. IES Principe Felipe has already participated in KA1 and KA2 projects as a VET centre, but it has long wanted to participate in a KA2 mobility projects for secondary schools. For this reason, we would like to gather as much information as possible regarding Transnational Cooperation to activate a KA229 project with other partners for the incoming year. International mobility among university students is proven to be a cultural bridge between countries in Europe, however these type of foreign exchange is scarce among the secondary students, and if there are any are short-live. Our centre believes that long-term mobility might be an especially enriching experience for our students.</p>
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**COUNTRY:** Spain

PARTICIPANT		ORGANISATION	
<b>Name</b>	Mar	<b>Name</b>	Institut Montilivi
<b>Family name</b>	Perez	<b>Type of organisation</b>	Public
<b>Position</b>	Responsible for the European projects on the field of School Education, History and Geography teacher, eTwinning Ambassador	<b>Number of employees</b>	160
<b>Email address</b>	mpere522@institutmontilivi.cat	<b>Address</b>	Avinguda Montilivi, 125 17003, Girona
<b>Spoken languages</b>	Engkish (B2) French (B2) and German (B1)	<b>Contact</b>	972 209 458 <a href="mailto:iesmontilivi@xtec.cat">iesmontilivi@xtec.cat</a> <a href="http://www2.institutmontilivi.cat">www2.institutmontilivi.cat</a>
ORGANIZATION			
<b>Age of pupils</b>	Institut Montilivi is a public and long established school (almost 40 years) with students from 12 years old		
<b>Number of pupils</b>	Institut Montilivi has expanded over the last years and today about 160 fulltime teachers train more than 1800 students. Students are divided into four different stages: Secondary Education, Baccalau		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	Institut Montilivi is a state school created in 1980 by the Catalonia Department of Education. For fifteen years, it was only a Vocational Training Centre but in 1995, because of the enlargement of the town which made it necessary to provide more secondary education schools, it started teaching secondary education as well. Our school has expanded over last years and today about 160 teachers train more than 1800 students. It is located on the outskirts of the city of Girona, a small town of around 100.000 inhabitants with an important University. Our VET students come from different towns within 25 km from Girona, as our school is the only one offering some specialized vocational training. On the other hand, our secondary students come from the area surrounding the school. In general, our school has students from middle and lower middle-class backgrounds who have trouble finding jobs and have few international opportunities. After analysing our necessities and taking into account external evaluation results, we have come to the conclusion that our teaching innovation need to be improved by integrating successful methodologies in the acquisition of key competences. Based on that, our school main priorities are: 1. To improve academic results. 2. To enhance social cohesion and reduce early school leaving. 3. To improve the management system and resources management. 4. To strengthen the relationship with our surrounding and our stakeholders. 5. To improve employabil		
<b>Areas/topics you would like to address in your project</b>	We would like to address our project to two different topics that we should like to link together: social entrepreneurship education targeted to Secondary students and a new ?Bachibac? for next school year, targeted to Bachibac students and teachers. Through the first topic, we would like to prepare students for better jobs when they finish their studies and guarantee the equal opportunities for all of them. At the same time, social entrepreneurship education leads to higher employability, which is one of the main target of Europe 2020 strategy, and one of our school main priorities. We would like to develop basic and transversal skills, using new methodologies such ?learning by doing? in real life situations. All activities could be focused on student centered and problem-based learning using multidisciplinary approaches.		

	<p>Our second topic is due to methodological changes derived from the implementation of Bachibac in some subjects. For next school year, we are planning to offer Bachibac studies, by which our students will be able to get the double degree in the Spanish and French Baccalaureate. For that reason we are especially interested in French schools that offers Spanish Studies as well. We would like to foster the exchange of material, methodologies and educational experiences. We would like to promote transnational mobility, for teachers and students, whilst trying to improve the quality and efficiency of some teaching and learning processes.</p>
<p><b>Departments/subject areas that might be involved in the partnership</b></p>	<p>The main subject involved in the partnership could be 'entrepreneurship' a compulsory subject for secondary students in Spain from 14 to 16 years old students. We need to compare other countries curriculum to know if it is possible. If not, we would try to involve as many subjects as possible to develop a project with cross-curricular activities, and with most of the subjects involved. Some examples of activities could be: Maths- activities related with students mini-companies accountability or the use of logical thinking. Art- Activities to create a logo for the project or a logo for their mini-companies, for flyers, advertisement and others. History and Geography- Activities to introduce each partner country, location and history. ICT- To provide students with the knowledge, competences and skills needed to create the project products, such as websites for students companies, to work with eTwinning platform and others. Music- To create a song for the project, a radio spot or a video advertisement. French or English- As the work language between partners, to create all the product, such as labels, songs, advertisement, flyers, for keeping accounts and others. National languages: To create the products of the project, at a national level, and to share them within all the partners, translated in all the different languages. Science- To help students with mini-companies focussed in science topics such as solving environmental problems or others similar topics.</p>
<p><b>Experience with national/international cooperative projects</b></p>	<p>Our school has experience in Erasmus+ mobility for individuals. Our 'Mobility Project', is a project which aim is the exchange of personal resources and knowledge between different educational centres from different countries. We also have a commission which works and controls everything related to European projects. The aim of our school Mobility project focuses on extending the mobility to all the specialities of Vocational Studies and, currently also to School Education Studies, for both, students and teachers. Apart from our participant's experience already mentioned, last years, Institut Montilivi has participated in the following international cooperation projects: - 2016 Erasmus+ KA103 2016-1-ES01-KA103-022791 (Superior Level/Higher Education). - 2017 Erasmus+ KA103 2017-1-ES01-KA103-035433 (Superior Level/Higher Education). - 2018 Erasmus Mundus programme KA103 018-1-ES01-KA103- 048910 (Superior Level/Higher Education). - 2018 Erasmus Mundus programme KA102 'Creciendo en Europa' 2018-1-ES01- KA102-048990 (Medium Level /VET). The last years, Institut Montilivi has also participated in the following national cooperation projects for VET Studies: - 'Virtualización de dos laboratorios de análisis químico, microbiológicos y biotecnológicos', by the Ministry of Education and Science. - 'Decoración y personalización de vehículos en vinilo autoadhesivo' by the Ministry of Education and Science.</p>
<p><b>Institution strengths from which the partnership can benefit</b></p>	<p>Some of our teachers has been involved in similar projects so they have a huge experience in participating and coordinating European projects. Our participant teacher was the coordinator of 'Let's create!' a Comenius multilateral project which won, in 2015, the European Language Label prize. <a href="http://nws.nice264.com/vod/cttbig/SS_16_9_480p_1000_MP20_PAR2_ch/ddf108d6c2cbe2b530e9.mp4">http://nws.nice264.com/vod/cttbig/SS_16_9_480p_1000_MP20_PAR2_ch/ddf108d6c2cbe2b530e9.mp4</a> Institut Montilivi has also a huge experience in the field of social entrepreneurship. Firstly, our school has experience in audiovisual communication and creative design. For this reason we could be responsible for the communication and design activities of the students' entrepreneurial projects. We could be also responsible for training all the students and make them responsible of their entrepreneur company homepage and its content (description of the company, services, legal details, etc.). Secondly, we have also an extensive experience in Business Economics. For this reason, we could be responsible for the preparation of Business Plans workshops and for teaching students how to develop their Business Plans. We could be in charge of the Department of Marketing and Finance of students' mini-companies. These are our main strengths in the topics of social entrepreneurship. Concerned to Bachibac, the second topic we want to develop, we can share our materials, different methodologies used in those specific subject and our experience about the Spanish Bachillerato and official Exams.</p>
<p><b>Ideas on how to integrate LTM in the project</b></p>	<p>Due to methodological changes derived from the implementation of Bachibac in some subjects, we need to foster the exchange of material, methodologies and educational experiences and to help our students to achieve excellence in the target language by means of Long Term Study Mobility of Pupils, in school exchanges partnership. We think that it could be easy to integrate Long-term mobility of Pupils if we could find a French school offering Spanish Studies that would need to foster the exchange of material, methodologies and educational experiences and to help students to achieve excellence in target languages by means of Long Term Study Mobility of Pupils. Some students from each school could exchange every year and they would be chosen out of the students in the Bachibac group in Spain and the Spanish International section in France. It would be a reciprocal exchange between students in two</p>

	<p>schools but they wouldn't exchange simultaneously to allow greater contact between the participating students. We think long-term mobility is essential to achieve our goals and it would obviously improve students' foreign language skills, intercultural competence, interpersonal values, and their ability to adapt to new environments. Students would increase values of recognition and understanding of European cultures and, above all, it would become a greater motivation for studies. The greatest impact of this activity could be made by obtaining DELF B2 and C1 DELE diplomas.</p>
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COUNTRY: Spain

PARTICIPANT		ORGANISATION	
<b>Name</b>	LILIANA	<b>Name</b>	IES CANÓNIGO MANCHÓN
<b>Family name</b>	GARCIA MATEO	<b>Type of organisation</b>	Public
<b>Position</b>	French language teacher, Head of Department and member of the Erasmus+ Committee	<b>Number of employees</b>	About 90 employees
<b>Email address</b>	liliane.garcia_88@hotmail.com	<b>Address</b>	C/ CAMI DE L'ARQUET S/N 03330, CREVILLENT
<b>Spoken languages</b>	English and French	<b>Contact</b>	+34966912220 03003966@gva.es iescanonigomanchon.edu.gva.es
ORGANIZATION			
<b>Age of pupils</b>	From 12 year old on, if we take into account the VET studies.		
<b>Number of pupils</b>	About 857 students		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	Our High School was inaugurated in 1940, as a vocational training centre, under the direction of the Ministry of Labour, being in the early years of the 70s when it is managed by the Ministry of Education. Towards the middle of the decade of the 90s the Secondary Education and Baccaureate studies were incorporated. The objectives of our centre are; the education and teaching of the different groups participating in our educational project, the diffusion of the local culture, the development of the personal skills of the students as well as their concerns, the practice of collaborative and cooperative work, the observation of civic values such as the respect for the different cultures, the good and useful behaviour into the society, the effort, the teamwork and companionship. Also, one of the main objectives of the center is to become the axis and reference of the educational dissemination and training within the society in which it is located, and opening the centre to different international realities, through relationships with other educational centres of the European Union, to open our students' minds to new cultural and professional ways.		
<b>Areas/topics you would like to address in your project</b>	We are very interested in the possibility of sending our learners to study in other EU countries, as well as the internationalisation of the centre. So, the opportunity of studying the long term Erasmus+ studies would be crucial to improve our learners level of studies, as well as the knowledge of other educational systems and cultures. Areas such as languages, science, music, arts, and sports could suit for a project, even when we are open to other possibilities.		
<b>Departments/subject areas that might be involved in the partnership</b>	We could be very interested in the creation of French-English-Spanish projects related to, for instance, the improvement of the foreign languages and the knowledge of other educational systems and the internationalisation of our pupils, the teaching quality for the whole centre, the plurilingual education, the improvement in the quality of the teaching task, projects related to different study areas such as natural science, mathematics, music, the study of both cultures, different learning methods, etc.		

<b>Experience with national/international cooperative projects</b>	We are currently involved in our first KA1 project with Ireland and France, but we have already prepared students exchanges with France for several years out of the Erasmus Programme.
<b>Institution strengths from which the partnership can benefit</b>	The strengths of our Institution are based on a solid and hardworking teamwork, enthusiasm, commitment, institutional support, active involvement of the educational community, proximity to an international airport, and a very friendly welcome and a very attractive culture and weather.
<b>Ideas on how to integrate LTM in the project</b>	We think that long-term mobilities could fit very well inside projects related to a special area of knowledge, such as science, arts, music, sports... So, we could develop a project related to a subject and, later on, to prepare exchange of long-term mobilities based on this subject or area.

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**COUNTRY:** Spain



PARTICIPANT		ORGANISATION	
<b>Name</b>	M <sup>a</sup> Ángeles	<b>Name</b>	IES Vecindario
<b>Family name</b>	Cabrera Hernández	<b>Type of organisation</b>	Public
<b>Position</b>	English teacher, Deputy Head Teacher	<b>Number of employees</b>	75
<b>Email address</b>	angelesc4@gmail.com	<b>Address</b>	Avda. La Unión, nº 68 35110, Vecindario - Santa Lucía de Tirajana
<b>Spoken languages</b>	Spanish and English	<b>Contact</b>	+34928753101 <a href="mailto:35007854@gobiernodecanarias.org">35007854@gobiernodecanarias.org</a> <a href="http://www.iesvecindario.org">www.iesvecindario.org</a>
ORGANIZATION			
<b>Age of pupils</b>	12 to 18		
<b>Number of pupils</b>	700		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	IES Vecindario is a school opened in 1985 and one of the seven secondary schools in Vecindario, municipality of Santa Lucía, on the southeast of Gran Canaria. It's a secondary school with 19 groups in Compulsory Education, 2 Vocational Studies groups, and 5 A-level groups. We have about 700 students and 65 teachers. Our students belong to different nationalities, about 20, and this makes the school a place to coexist with different realities and histories. Our students have a great initiative ability, and great skills to interact with other people, taking into account the multicultural background where they live, and a great sense of solidarity. This variety implies a model on integration, acceptance of other cultures and a social harmony within the school.		
<b>Areas/topics you would like to address in your project</b>	After the event we would like to get some partners to develop an Erasmus+KA2 in which we could work on different topics. One of these topics could be the European Cultural Heritage, a motivating and interesting topic which helps students and teachers to discover new countries and their realities. Another topic could be Early School Dropouts, since nowadays we are very worried about young people leaving school at an early age and with no resources to go on. And finally, the introduction of TICs in Language Learning and Language Learning Methodologies. Undoubtedly, the improvement of the learning process in our schools implies an introduction of new technologies in our learning methodologies and how they could help our students in their everyday tasks. Finally, and the most important point is to include students in Long-term Study Mobility, because, as we stated before we consider it is the best way to introduce our students in the European dimension and open their eyes to other realities, working in a cooperative way and learning from each other.		
<b>Departments/subject areas that might be involved in the partnership</b>	English department as well as Geography and History Department and Spanish Language Department.		

<b>Experience with national/international cooperative projects</b>	We participated in a Comenius Project in 2013-2015 and and Erasmus+ in 2016. Besides, we have had different exchanges with some Polish schools the last two years.
<b>Institution strengths from which the partnership can benefit</b>	We are very used to working with multicultural backgrounds, as our students come from very different places in Europe, America and Africa. Besides, we are very enthusiastic to share and participate in cooperative projects with students and teachers.
<b>Ideas on how to integrate LTM in the project</b>	We could include different projects to be developed durign these long-term mobilities such as student giving lectures of their home countries , or just sharing some parts of the curriculum that schools could have.

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**COUNTRY:** Spain



PARTICIPANT		ORGANISATION	
Name	GARCIA MARTINEZ	Name	IES CAP DE L'ALJUB
Family name	MARIA	Type of organisation	Public
Position	French Teacher, and European Programs coordinator	Number of employees	111
Email address	maria.garcia.profesora@iescapdelaljub.com	Address	C/ MAR, 101 03130, SANTA POLA
Spoken languages	Spanish, French and English	Contact	+34966912525 <a href="mailto:03010168@gva.es">03010168@gva.es</a> <a href="http://mestreacasa.gva.es/web/0301016800">http://mestreacasa.gva.es/web/0301016800</a> o <a href="http://www.iescapdelaljub.com">www.iescapdelaljub.com</a>
ORGANIZATION			
Age of pupils	Compulsary School 12-16, High Scholl 16-18, Vocational Studies 16 to less than 65 years old.		
Number of pupils	1010		
The way you are planning to get involved in the Erasmus+ programme			
Short description of your organisation	Our center has more than 30 years of experience in the the teaching of Vocational Studies, since 1995 the compulsory secondary education and the baccalureate have also been incorporated. From the direction of the center have always promoted the exchange of students with foreign countries, although 8 years ago then the center has not participated in these initiatives, but in recent years we are promoting exchange with other foreing centers and also the practice training outside of Spain.		
Areas/topics you would like to address in your project	Find other partners in Europe for student exchanges. Know the educational reality of other centers in Europe		
Departments/subject areas that might be involved in the partnership	Language departments. IT department. Coexistence coordination.		
Experience with national/international cooperative projects	Our center participated in 2014 in a Leonardo vetpro project, now Erasmus+, from European Union. (OAPEE now SEPIE), This project was called 'benchmarking: mature destinations versus emerging destinations and It was in Croatia.		
Institution strengths from which the partnership can benefit	Improvement of the vision of europe Raise awareness among the entire educational community, students and teachers about the importance of participation in these projects		
Ideas on how to integrate LTM in the project	The long-term mobility can be integrated in the greater knowledge of the educational reality of each center and country, thus achieving an improvement in the abilities of the students.		

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**(School Exchange Partnerships)**

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**COUNTRY:** Spain

PARTICIPANT		ORGANISATION	
<b>Name</b>	Sonia	<b>Name</b>	IES Alto Guadiana
<b>Family name</b>	Sáez Melero	<b>Type of organisation</b>	Public
<b>Position</b>	English Teacher at Secondary level and KA1 and eTwinning projects coordinator at the IES Alto Guadiana	<b>Number of employees</b>	55
<b>Email address</b>	soniasaezmelero@hotmail.com	<b>Address</b>	c/ Lugo, 3 13700 Tomelloso
<b>Spoken languages</b>	English, German and Italian	<b>Contact</b>	+34926515065 13005345.ies@edu.jccm.es <a href="http://iesaltoguadiana.es">http://iesaltoguadiana.es</a>
ORGANIZATION			
<b>Age of pupils</b>	15-17		
<b>Number of pupils</b>			
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	<p>IES Alto Guadiana is placed in Tomelloso, Ciudad Real (Spain). It belongs to the Castilla La Mancha region, placed in the middle-south of Spain. It is very near Toledo and Madrid. It is a secondary school that also includes Basic Vocational Training and Post-Compulsary Education (Baccalaureate). It has got the Bilingual Section in English, by which those students who choose to study the compulsory curriculum in English can do in our school. Our project KA101 named 'Improving the Digital competence in Europe' provides the teachers who participate to recycle in the use of ITC by taking up courses in digital competence and observing by job shadowing activities our partner colleges and high schools in Sweden, Ireland and Italy. IES Alto Guadiana also works eTwinning projects with European partners and these project help our students to develop the communicative competence in a foreign language as well as the digital one by the use of interactive ITC apps to do their cooperative tasks. Finally IES Alto Guadiana has a very successful project called 'Cohabitation project' which consists on reinforcing the relationships among all the students and also thanks to the group of 'helper students' some little problems that the youngsters have, are solved in the most effective way.</p>		
<b>Areas/topics you would like to address in your project</b>	<p>Cultural heritage in Europe and in our own countries - Cohabitation among schools and students to encourage good relationships and empathy and reinforce cooperation - Diversity and interculturality in our current society and schools</p>		
<b>Departments/subject areas that might be involved in the partnership</b>	<p>English and French (foreign languages), Guidance Department, ITC, Maths, History and Geography, Spanish, Technology and Computing</p>		

<p><b>Experience with national/international cooperative projects</b></p>	<p>IES Alto Guadiana is carrying out along this school year the KA101 named 'Improving the digital competence in Europe' which includes course training in ITC in Italy and the U.K and job shadowing in Ireland, Sweden and Italy. These educational centres are part of the group work called 'ITC for teachers: better teaching, better results' which was created by the coordinator, Sonia Sáez, in the TCA held in Rome in December 2016. At the same time our school will be receiving teachers to observe our ITC methodologies from the job shadowing-partners of this KA1 project. IES Alto Guadiana has experience in opening and cooperating in the eTwinning Live platform each school year. Our eTwinning projects are so far the following: - Bridges that connect - 2017-18 - Christmas card exchange - 2017 - Cinema as a way to discover other cultures and enhance open mindedness and citizenship - 2017-18 -Stories, families and youth I.D's- Good ideas!- 2017-18 - Festival fever- 2018-19 - Christmas card exchange – 2018</p>
<p><b>Institution strengths from which the partnership can benefit</b></p>	<p>IES Alto Guadiana works with the students the 'Cohabitation project' which consists on reinforcing good relationships among our students and helps to create a daily and good coexistence. There is a small group of students who help the rest of the students during the break in a classroom whenever any student may have a problem whatever it may be. Then the 'helper students' listen to him/her and try to look for a solution for his/her problem. Then this situation creates a good atmosphere in the school because we see our students are helpful among them. IES Alto Guadiana has the Bilingual Section in English where the main subjects are taught in English. Our school also receives European teachers from our KA1 partners from Sweden, Ireland and Italy to visit our school as a job shadowing activity and see how our teaching staff use the ITC and the digital competence to teach their subjects. Our school offers the possibility to allow the teachers to create groups of work and teach among us any aspect that improve our skills as for example: traditional dances and salsa, yoga courses, how to evaluate using the key competences, courses of improving English by working oral skills, using apps to narrate stories in a foreign language.</p>
<p><b>Ideas on how to integrate LTM in the project</b></p>	<p>Create activities for the students to do during the time they visit the partner school with the subjects involved in the project - provide them the reinforcement of the foreign language before visiting the partner school (organizational language support) - Select those students that will take a good advantage of this mobility for their future career</p>

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**COUNTRY:** Spain

PARTICIPANT		ORGANISATION	
<b>Name</b>	Afonso Hanna	<b>Name</b>	CEO Rey Juan Carlos I
<b>Family name</b>	Gema	<b>Type of organisation</b>	Public
<b>Position</b>	Headmaster	<b>Number of employees</b>	40
<b>Email address</b>	gemahanna15@gmail.com	<b>Address</b>	c/ Los Matos, 24 35340 Valleseco
<b>Spoken languages</b>	Spanish and English	<b>Contact</b>	+34 928618096 35004713@gobiernodecanarias.org <a href="http://www3.gobiernodecanarias.org/medusa/edublog/ceoreyjuancarlos/">http://www3.gobiernodecanarias.org/medusa/edublog/ceoreyjuancarlos/</a>
ORGANIZATION			
<b>Age of pupils</b>	3-16		
<b>Number of pupils</b>	256 ( 98 in the Secondary Education)		
The way you are planning to get involved in the Erasmus+ programme			
<b>Short description of your organisation</b>	<p>The CEO Rey Juan Carlos I, by its nature, includes the stages of Infant, Primary and Secondary Compulsory. Located in the municipality of Valleseco in the midlands of Gran Canaria, it is a center strongly conditioned by rural areas, with population centers poorly communicated from the point of view of public transport. The dispersion and the low number of inhabitants (just over 4000 inhabitants, according to the last census) are the two most characteristic features of this municipality. This marks the activities of the CEO, the vision of the world in the family environment and the use of free time of students. As regards the ESO stage, in the 2018/2019 academic year, there are five groups (1 in 1<sup>º</sup> ESO, 2 in 2<sup>º</sup> ESO, 1 in 3<sup>º</sup> ESO and 1 in 4<sup>º</sup> ESO). In 2<sup>nd</sup> of ESO, one of the groups is formed by the 1<sup>st</sup> of PMAR. In total there are 98 students. In general, the student body of the CEO does not present a remarkable conflict. Mostly, minor incidents of age and consubstantial to any human group occur. In this sense, dialogue with adolescents works well and families also respond mostly. It should be noted the existing coordination between the stages represented in the CEO, which allows a continuity in the work with the students up to the crucial moment in which they must leave the center to undertake new experiences in life. It has a familiar character since we gather the pupils with three years and they finish their studies at the age of 16.</p>		
<b>Areas/topics you would like to address in your project</b>	<p>- Environment - Heritage - Ethnography - Biodiversity - Ecotourism The ultimate goal of this project is ensure that students become an environmental educator, capable of carrying out a guided route explaining part of the history, biodiversity and geology of the area. Throughout the project there will be different visits to different areas of the island of special relevance (Las Salinas de Teneife, Las Palmas City, Las Dunas de Maspalomas and the area of Roque Nublo and El Bentayga) in order to study the aspects mentioned and to be able to compare the treatment that has been given to a space for the realization of</p>		



	a tourist route (Las Salinas de Tenefé). In parallel, lectures are offered for students on ecotourism and ecology groups. All the work done will be reflected in the blog of the project and in various triptychs on the routes of the Valleseco area and the countries visited. The aim is to integrate the use of ICT tools throughout the process, seeking to use gamification to search for and expose the information and knowledge that is acquired.
<b>Departments/subject areas that might be involved in the partnership</b>	- Geography and History - Biology - Technology - First and Second foreign language
<b>Experience with national/international cooperative projects</b>	The center has participated in several Comenius projects with partners from Italy, Finland and Norway. We have participated during the last two courses in the project 'The Planet is our Home: Let's join not to waste it!' on environment with six countries (Poland, Finland, Romania, Bulgaria, Italy and Slovenia).
<b>Institution strengths from which the partnership can benefit</b>	Our strength is the low level of conflict among the students, the good relationship that exists between the teaching staff, the willingness of the families to participate in the center's initiatives and the collaboration with the municipality's institutions. In short, the work climate. Of course we must mention as a value the natural environment in which the center is located, considering the municipality the lung of Gran Canaria. It should be noted, however, that it has a humid and cold climate most of the year.
<b>Ideas on how to integrate LTM in the project</b>	Since the project wants to train students as environmental monitors who know characteristics of their heritage, their culture, flora, fauna, architecture, history ... of their environment, so they are able to integrate, assess and transmit them to other people; It is especially advisable to be able to make a long-term stay in another country. It would be a way to acquire a deeper knowledge of the area you visit, immersed in its culture, and through a way of working previously structured by the centers involved in the project.

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**COUNTRY:** Sweden



PARTICIPANT		ORGANISATION	
<b>Name</b>	Per	<b>Name</b>	Falkenbergs gymnasieskola
<b>Family name</b>	Håkansson	<b>Type of organisation</b>	Public
<b>Position</b>	Teacher at Falkenberg´s gymnasieskola, Sweden. Subjects taught: Swedish, English, French.	<b>Number of employees</b>	200
<b>Email address</b>	per.hakansson@falkenberg.se	<b>Address</b>	Nyhems plan 2 31135, Falkenberg Sweden
<b>Spoken languages</b>	Swedish, English, French. Also the following, but not fluently, German, Spanish, Italian.	<b>Contact</b>	lina.andreasson@falkenberg.se <a href="https://bit.ly/2IRPfvF">https://bit.ly/2IRPfvF</a>
ORGANIZATION			
<b>Age of pupils</b>	16-19		
<b>Number of pupils</b>	1200		
<b>Short description of your organisation</b>	Falkenberg´s gymnasieskola is a public upper secondary school located in the centre of Falkenberg. There are about 1200 students at the school and 200 teachers and other staff. There are 14 different national programs, both theoretical and vocational. At the school you can also in your program choose specialize in a sport, for example football, volleyball and floorball. At the school lunch is served for free in the canteen. There is a school library and a team for student care care including school nurses, coaches and school welfare officers.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	I am very interested in questions of internationalization and would like to continue working with this at our school together with colleagues and students. The areas I would like to address concern the following: - culture - languages (English, but more specifically other languages taught at our school: French, Spanish, German, Italian) This I see as very important topic to address. We see a decrease in the interest of learning other languages than English and I would like to keep on promoting the importance of language study. Learning about internationalization, about the importance of languages and that they are also a way of learning about new cultures, meeting new people. To show that studying languages is important, fun and makes you grow as an individual. Long-term Mobilities is a way of working towards this, to promote language learning in school and for life.		
<b>Departments/subject areas that might be involved in the partnership</b>	English French, Spanish, German, Italian History Social sciences Media		
<b>Experience with national/international cooperative projects</b>	I have taken part in a Comenius project called ´Generations in Europe´ between 2013-2015 and an Erasmus+ project called ´Migration in Europe´ 2015-2017. I have experience of Long-term Study Mobilities in connection to the Erasmus project ´Migration in Europe´ where I was the coordinator of the project at our school. We received four students at our school and sent 4 of our own students to schools in other countries. I would be glad to share the experience concerning Long-term Study Mobilities from our project.		

<b>Institution strengths from which the partnership can benefit</b>	<p>At our school we have a wide range of programs and teachers teaching in many different fields. We have for example expertise in multimedia, involving filming and media production. We are also a school with a good network working with the municipality and companies in the region. We have a good location on the west coast of Sweden, situated about 2 1/2 hours from Copenhagen in Denmark and 1 hour from Gothenburg, the second city of Sweden.</p>
<b>Ideas on how to integrate LTM in the project</b>	<p>The seminar will give our school useful input in planning for future applications and how to organize Long-term Study Mobilities in an efficient way building on experience from previous projects. A language / culture oriented project could benefit from having Long-Term Mobilities since it gives the students more experience of the culture and the language than with shorter visits for one week. There could be problems involved, such as for how long period to send the students away. This has to be planned well since lost study time at the school home may become a problem if it's difficult to find the equivalent courses at the receiving school. This is though something that can be solved since the possibility of studying in another country for a period of 2 months or longer is such a valuable experience. A suggestion would be 2 months, but if longer, it should be one semester. Focus would be on the cultural and language aspects. Learning to live, take part in every day life and study in a different country. The experiences of the students will be shared to other students at school thus promoting the importance the importance of learning languages and culture.</p>

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PARTICIPANT		ORGANISATION	
<b>Name</b>	Katarina	<b>Name</b>	Tibble Fristående Gymnasium
<b>Family name</b>	Fjelkner	<b>Type of organisation</b>	Private
<b>Position</b>	Spanish and English teacher	<b>Number of employees</b>	Approximately 120
<b>Email address</b>	katarina.fjelkner@tibble.nu	<b>Address</b>	Attundavägen 1 183 22, Täby Sweden
<b>Spoken languages</b>	Swedish, English and Spanish	<b>Contact</b>	info@tibble.nu www.tibble.nu
ORGANIZATION			
<b>Age of pupils</b>	15-19		
<b>Number of pupils</b>	1 437		
<b>Short description of your organisation</b>	Tibble Gymnasium is a Swedish Upper Secondary charter school, which is located 25 kilometers north of Stockholm. We have 1 437 students, 15 to 19 years old. The students can choose between six different study programs: Child and Recreation Programme with a focus on Sports and Leadership, Business Management and Economics Programme, Arts Programme, Natural Science Programme, Social Science Programme and Technology Programme.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	Since we for many years have had a well-functioning and fruitful partnership with IES Nosa Señora dos Ollos Grandes in Lugo, Spain, we would very much like to continue working together with an Erasmus+ Project. For the project to be beneficial for the students, the best areas to work with are culture, language and togetherness in order to give the students an opportunity to broaden their horizons and to experience a different way of living while gaining the insight that we all, no matter what nationality, have very much in common as well. By giving some students the opportunity to live in a new country and to study at a new school with a different school system, and to welcome a foreign student in their home, the schools involved have the possibility to provide the students with some greater knowledge about life and our world that they, at their age, otherwise are not so likely to come by. Currently, we have an ongoing Erasmus+ project, but when it ends next year, we would very much like to apply for new one.		
<b>Departments/subject areas that might be involved in the partnership</b>	Since the students who want to participate in the long-term mobilities study different programs and subjects, there are many department that become involved. Howevermore, the departments in charge of the partnership are the language departments.		
<b>Experience with national/international cooperative projects</b>	Together with our partner school IES Nosa Señora dos Ollos Grandes in Lugo, Spain, we have had many different types of exchanges (since 2001). In 2010, we had our first long-term mobility within the Comenius Program, at which time the mobilities were three months long, and we continued with this program until it changed into Erasmus+. In 2014, we had our first Erasmus+ project, which consisted of two short-term mobilities and two long ones, the latter one lasting for two months. In 2017, we started our second Erasmus+ project (two short-term and two long-term mobilities), and it will end in September 2019.		

<b>Institution strengths from which the partnership can benefit</b>	Tibble Gymnasium has a long experience of exchanges in different forms and with different countries, which means that we have great many teachers who are used to working in an international context. The management furthermore views exchanges and mobilities as something fruitful for the students, both the ones participating but also the other students at the school, the teachers and the school as a whole.
<b>Ideas on how to integrate LTM in the project</b>	To have the long-term mobility students investigate different aspects of language, culture and society in the respective countries. The students could then compile and create a booklet with useful information for other students participating in other exchanges and projects in the respective countries.

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PARTICIPANT		ORGANISATION	
<b>Name</b>	Anna-Karin	<b>Name</b>	Drottning Blanka Söderport
<b>Family name</b>	Berg	<b>Type of organisation</b>	Private
<b>Position</b>	International project coordinator/ manager Erasmus+ KA101+102, 201+202+ Atlas (Swedish NA-funded)	<b>Number of employees</b>	35
<b>Email address</b>	anna-karin.berg@dbgy.se	<b>Address</b>	Per Weijersgatan 4 211 34, Malmö Sweden
<b>Spoken languages</b>	English, Spanish, some French and Italian	<b>Contact</b>	malmo@dbgy.se www.dbgy.se
ORGANIZATION			
<b>Age of pupils</b>	16-20		
<b>Number of pupils</b>	280		
<b>Short description of your organisation</b>	We are an upper secondary school in the midst of Malmö, in the region Skåne, South of Sweden. We began 2009 with only 50 students but now we're appr. 280 students and 35 staff members. We offer 4 national programmes: Social and Behavioural Sciences, Economics, Handicraft: hair and make up styling and spa-and skin care, and Social and Health Care. We belong to one of northern Europe's largest private corporations in education: Academedia Our motto is: personal, local and global commitment.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	We are now facing increasing demands and willingness from both learners and staff to experience abroad placement training and education. More and more are becoming aware of the benefits and many of us are increasingly working in projects to find a unity and collaboration between not only countries, but also organisations. E.g. regarding documentation and validation of abroad placement training and education, through e.g. ECVET and EUROPASS. There is a greater desire to learn from others and find new pathways to innovative, qualitative and efficient solutions in education. Also, we need to address the current situation in Sweden where learning a foreign language besides English has lost interest among our learners. The Swedish Board of Education have now created materials and procedures on how to boost foreign language learning in schools, which is something that also goes hand in hand with the goals of the Erasmus+ long-term mobility training. In conclusion, we wish to find partners that are interested in creating a project that integrates foreign language learning and skills with core curricula subjects using assessment and validation documents such as ECVET and EUROPASS.		
<b>Departments/subject areas that might be involved in the partnership</b>	Foreign languages but also social sciences, mathematics, natural sciences, PE, those subjects that would be of relevance to carry out a long-term mobility for learners. The focus is to find common grounds and develop core curricula materials that can be used in each setting and validated accordingly.		
<b>Experience with national/international cooperative projects</b>	I started 8 years ago appr. with international and national coop-projects. I started at our school 2013 and we have worked with national and international cooperation projects through e.g. Atlas (Swedish NA-funded international projects vocational programmes), Erasmus+ KA1+2, eTwinning, projects with local businesses and NGOs.		

<b>Institution strengths from which the partnership can benefit</b>	A principal that supports and strongly wishes to implement collaborations with foreign educations and enhancing the quality of our national and vocational programmes. Also, majority of staff and learners that are open to new experiences and challenges through long-term mobility. A wish to strengthen foreign languages' role in education, independent of programme.
<b>Ideas on how to integrate LTM in the project</b>	Finding common core curricula or creating new thematic areas in which these can be implemented. Using ECVET and EUROPASS to assess and validate learners experiences abroad. Creating subject materials that can be used for the future and become a natural, integrated part of the education/ subject areas. Creating a solid foundation for teacher's to implement a global approach in teaching subject areas, e.g. thematically.

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PARTICIPANT		ORGANISATION	
<b>Name</b>	Ann-Marie	<b>Name</b>	Drottning Blankas Gymnasieskola
<b>Family name</b>	Viiala	<b>Type of organisation</b>	Public
<b>Position</b>	Quality management representative	<b>Number of employees</b>	700
<b>Email address</b>	ann-marie.viiala@academedia.se	<b>Address</b>	Box 2121 403 13, Göteborg Sweden
<b>Spoken languages</b>	English, Swedish	<b>Contact</b>	ann-marie.viiala@academedia.se www.dbgy.se
ORGANIZATION			
<b>Age of pupils</b>	16-19		
<b>Number of pupils</b>	6500		
<b>Short description of your organisation</b>	Upper secondary school organisation which offers a wide range av programs.		
The way you are planning to get involved in the Erasmus+ programme			
<b>Areas/topics you would like to address in your project</b>	<p>Background: We would like to give our students increased opportunities to spend longer time abroad. We have a not so small amount of students who have difficulties when it comes to believing in their ability to handle more complex situations and in succeeding. In a way, they need to develop their entrepreneurial skills further as well as believing in their ability to complete their upper secondary education. We have many students who suffer from performance anxiety. Following this many of our student don't believe that they have what it takes to complete a future university degree. It is also very important for our students to increase their knowledge of foreign languages, something that is not of high importance to our students. Project ideas: The project could one way of strengthening the students way of thinking of themselves as able students and able European citizens. The project could be an important part of keeping the students in school instead of becoming stay-at-home-students and, in the end, risk ESL (early school leaving). What we need to do is to work innovatively with these students in a much more strategic way. We believe that international connections and an innovative idea exchange will help for these students. We are confident that this is not only a problem in our country and that many organizations throughout Europe will be interested in this type of partnership. We believe that this type of project will lead to more students in higher education</p>		
<b>Departments/subject areas that might be involved in the partnership</b>	The majority of our current programmes currently offered to our students.		
<b>Experience with national/international cooperative projects</b>	We, as an organization, have some experience of sending students abroad on practical training, both via Erasmus+ and Atlas. We have never sent any students on longer visits than four weeks. The students that we have sent abroad have, as of now, been connected to our vocational upper secondary study programs.		
<b>Institution strengths from which the partnership can benefit</b>	Increased knowledge and experience. We expect to learn more about which organizational traps to avoid and what to expect from this type of mobility. We also expect to learn more about measuring the effects of internationalization of this particular kind and also, of course, increase our network in this area.		
<b>Ideas on how to integrate LTM</b>			