



5. DESCRIPTION OF PROPOSED PARTNERSHIP

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

5.1 SUMMARY

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

Nowadays the energy issue has become a priority in all EU countries. Energy prices are soaring daily and shortage of natural resources is looming on the horizon. Our topic "**Renewable energy: A future for our planet**" is meant to increase awareness and encourage a critical scientific approach.

This project focuses on students 14 – 17 years old studying physics in their curriculum. During mobility activities students will stay in families. Project language is English.

The following steps are planned:

- Introductory teachers' meeting in Latvia to discuss and plan future action
- Students' survey on energy situation in their countries
- Meeting in Germany - presenting students' overview of each country's most common problems
- Science experiments, communication and collaborative work between multinational groups
- Meeting in Italy - sharing results and have final experiments together
- Preparing final presentation of all the project steps drawing conclusions on energy problems
- Meeting in Spain – presentation of all countries' work and final product (Multimedia CD)
- final exhibitions

Expected benefits:

- Getting to know the other countries' cultures
- Reflecting on future of energy and possible solutions
- Learning to work in groups and at distance
- Improving English and understanding its value as a global language

5.2 CONTEXT AND MOTIVATION

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

b) Why do the participating institutions want to take part in European cooperation activities such as this Partnership? What do they expect to gain from European cooperation?



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Institutions involved are settled in very different contexts from rural areas to big cities, with a widespread geographical position from north to south, including both new European countries and longstanding state members.

From the partnership and European cooperation such institutions expect to attain the following goals:

1. learn about different cultures and countries in EUN;
2. learn to work in a multinational group;
3. learn to communicate and work at distance;
4. establish new contacts and long-lasting relationships between schools from partner countries.

5.3 OBJECTIVES OF THE PARTNERSHIP

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

Objectives:

During the project both students and teachers will get to know more about different cultural realities and ways of life in partner countries. All participants will gain an insight into the various educational systems and they will be able to compare curricula of different subjects in the experimental sciences area.

This project will offer the possibility to share ideas, expertise and good practice among teachers of the same or similar subjects in different European countries with the specific focus on renewable energies.

The students will learn to "think" at an international level (developing a global and not just local approach to problems) and to work collaboratively in international teams both at distance and in conferences with the appropriate language and ICT tools.

Students will get a profound insight into the level of development of renewable energy in partner countries. They will be able to develop their ecological and environmental awareness on the energy problem and its possible solutions both at school and in the community.

Subjects we want to address

The multinational teamwork will consist of groups in each country researching and working for common solutions, each focusing on one of the many aspects of renewable energies (solar, wind/hydro energy and energy from biomass) .

For such multinational coordination and team work the use of information technology and communication (ICT) most advanced tools is indispensable.

We intend to combine a global approach to the definition of renewable energy and its different forms with detailed specific knowledge on each kind of the above mentioned renewable energy. Advantages and possible disadvantages arising from the use of these energies will be carefully examined too.

To achieve these goals our **approach** will be

- **experimental**, in the first place, by conducting lab hands-on experiences,
- **interdisciplinary**, as scientific and economical dimensions will be all taken into consideration and debated,
- **participatory**, in fact students will be asked to design experiments and to organize and supervise their own work,
- **cooperative**, because all the work will be conducted in teams.



5.4 PARTNERSHIP AND DISTRIBUTION OF TASKS

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

There will be no classical distribution of tasks, except those of coordination, since all countries are going to work on all selected subjects through the same activities; discussing comparing and implementing in multinational students' teams is a main goal in fact.

During the project each country will be responsible for

- the organization one's own students in working groups (six students from each country to study one selected form of energy),
- the appointment of one student to coordinate and represent each small group, he/she will act as the spokesman of his country and
- the scheduling of work and communication between students and teachers of the same school, and supervising deadlines according to timetable.

Moreover, each country will manage the organization of one of the four meetings.

Latvia will host the first meeting where teachers get to know each other, and plan further project work.

Germany will host the second meeting where students get to know each other, plan international working and have a first insight into renewable energies and different countries' perspectives.

Italy will organize the third meeting where students will have to share, discuss and demonstrate science work, check and refocus on working protocols.

Spain will host the final meeting where students will present all countries' work and the final product (Multimedia CD) and prepare for the final exhibition.

During every meeting the participants will also get in touch with the culture of the hosting country. Thanks to the collaboration and help of external partners (firms, universities, research centres) the hosting school will provide visits to power plants, factories, labs in its own area focusing on the renewable sources and related technologies which are most widely-used or which are typical of the nation. The same external partners will contribute with expertise and materials to the project's success .

Throughout all other work phases and project's tasks the four partners will work in the same way according to schedule in the same way and the same deadlines.

Students' active involvement will be ensured by hands-on approach to science during the long experimental phase from November 2008 until November 2009 and by having the students play the role of ambassadors of their country and work in teams during the whole project and of course during one of the three meetings (each student will benefit from one of the mobility activities). Last but not least the active students' involvement will also be ensured by continuous direct contact with their teen age fellows from other countries to report the monthly progress and also by asking them to speak in plenary on students' meetings. Pupils will spend at least one whole week living in foreign families and will attend classes in the partner country.



5.5 COOPERATION AND COMMUNICATION

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

The project will involve 72 students and 28 teachers.

Students will be organized cooperatively:

There will be 18 students participating in each school, divided into three groups and each group will study a different type of energy. Work will be carried out on both a local level and in collaboration with students from partner countries in the matching groups. Each group will consist of 6 students in each country, with a coordinator of the group, chosen by students, responsible for communicating with the other coordinators from participating countries. In addition to that there will be a multinational student coordinator for every studied topic. This is intended to enhance participation and shared responsibility of students in the project.

Communication of teachers will be managed by a general coordinator responsible for each country. The participating teachers (physics, chemistry, biology, mathematics, computer science, economics and English) will organize students and their work, in each country, following the guidelines agreed upon in the general meeting of teachers to be held in Riga (September 2008).

The communication between students and coordinator will take place at least once a month to monitor progress and this will be intensified prior to mobility activities .

For everyday communication during the whole project life different Internet services will be used:

1. Central online project server to exchange data (pictures, necessary documents, tutorials, comments, etc.) – this is just a file server where any participant of the project will be able to get all new information linked to today's situation in project. This system will include option of private file server where any user can place any file and share it with other project participants.
2. Chatting / forum systems. – MSN, Skype, Moodle – for communication and chatting. Students will be able to communicate with each other using communication systems both at school and at home any time they want. Using the English language widely in different contexts such as work-based as well as informally will improve the students' command of the language. Finding friends in other EU countries furthers European understanding even more.
3. Videoconferences – Skype system will be used before mobility activities to allow students and teachers to meet each other in advance. Students will be able to see his/here host families, ask questions and receive all necessary answers before travelling.

Groups may require videoconferences for coordination and specific purpose too.

Face-to-face communication during any students' and teachers' meeting will take place and supported in any possible way.

5.6 EUROPEAN ADDED VALUE

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



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1. Getting to know other European cultures and countries.
2. Broadening one's personal view by comparing different approaches and solutions to the energy problem in different countries with different contexts and backgrounds.
3. Teachers' professional development by comparing different teaching methods in the partner countries.

5.7 RELEVANCE FOR THE OBJECTIVES OF THE PROGRAMME

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

X	To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States
X	To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme
X	To encourage the learning of modern foreign languages
	To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning
	To enhance the quality and European dimension of teacher training
	To support improvements in pedagogical approaches and school management

5.8 CONTRIBUTION TO THE EUROPEAN PRIORITIES SET OUT IN THE CALL FOR PROPOSALS

Please tick in the table below the European priorities set out in the 2008 Call for Proposals that your Partnership will address (if any):

X	any of the eight key competences set out in the 2006 Recommendation ¹
	overcoming socio-economic disadvantage and reducing early school leaving
X	awakening and reinforcing creativity and innovation
	extending participation in educational opportunities through sports activity

¹ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006.

The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.



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If you have ticked an objective (5.7) and/or priority (5.8) above, please explain in detail the concrete measures or activities you intend to take to address it/them:

1. Continuous communication and collaboration among multinational groups.
2. Use of mother tongue as well as English to present and explain a scientific topic with correct vocabulary.
3. Research and hands-on approach to science (physics and chemistry experiments); statistical approach to data collection and analysis.
4. Continuous use of a plurality of ICT instruments inside national groups and to enhance communication in multinational team: modern ways and instruments of communicating and working at distance, open source software to analyse data; ICT technology for gathering information and presenting their results.
5. Students are asked to express their opinion based on facts and data after careful evaluation of the data sources and to discuss together in order to reach a common opinion.
6. Working in groups splitting tasks and roles and meeting schedule and deadlines.
7. Challenging students to find and propose new solutions.

5.9 EVALUATION

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

There will be three different stages in evaluation:

1. Meeting evaluation - evaluation of results achieved during any meeting and meeting organization. Questionnaires will be filled in by all participants of the meetings. The results and annotations will be placed on the project web server.
2. Scientific work evaluation - this evaluation stage will be divided into three steps:
First, evaluation during the work: then at the end of the survey and one evaluation in the middle of the experimental phase.
Second, reports from each school, that will be placed on the project web server each month.
Third, evaluation of the scientific results will be carried out after the last meeting. This will be done at the end of the project when all results will be published and tested in all schools. Samples of students and teachers' work will be looked at by teachers not directly involved in the project - they will express their opinion whether the results of the project are useful for education.
3. Social evaluation - this stage will be on the one hand analysing the usefulness of the project for anyone in the involved institutions and local communities and the amount of diffusion and spread. On the other hand the social evaluation will analyse the impact of mobility activities both on teachers, students and schools' attitude as a whole towards international projects and their opening up to EUN dimension.

All these evaluation stages will be completed by filling in questionnaires. Some questionnaires will be in online format and some will be on paper; they will be designed focusing on the different targets: students, teachers, parents, externals, etc... Questionnaires will be prepared by a teacher's team in the four partner countries. Evaluation analysis will be conducted by the same team.

5.10 ACTIVE INVOLVEMENT

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

And/or



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

The project focuses mainly on pupils' active involvement. We ensure this first, by starting with a survey the students will conduct in their own schools, on the use of renewable energies. As a second step students will be asked to work and study in teams, also running small scale experiments related to the different types of renewable energies through the use of appropriate and easy to use devices.

Students will have to write protocols to design and develop such experiments. They will collect and analyse data making an attempt to run a comparative study between the results obtained in the laboratory, on a small scale, and the output produced by large-scale plants .

This active involvement will also lead to the election of a spokesman for each working group who will have to organize the exchange of information and experiences among the different multinationals groups. Groups will be asked to plan their experiments and to organize communication stream between them and the multinational groups.

Last but not least students will have to administrate a community-website for communication and information exchange. The groups are also responsible for data and materials to be published in the final product (CD) and for the final exhibition.

5.11 INTEGRATION INTO LEARNING AND/OR OTHER ONGOING ACTIVITIES

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

And/or

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

Germany/Bavaria:

In the 8th form pupils get to know the principle of energy conservation, which recursively links all physics and natural sciences topics for the first time. With the employment of questions related to energy supply they argue with environmental subjects and world scenarios according to their age level.

In curricular pupil's experiments and project-like teaching plans they learn physical working methods and develop their personal competences in team collaboration, in dealing with information and with the presentation of their results.

In the science branch we have one additional lesson each week where the following themes can be found in the curriculum: energy technology; solar technology construction and investigation on solar collectors; experiments with solar cells, energy and environment problems.

In the 9th form some of these subjects (energy technology, regional and global energy supply systems, power station technology, application of regenerative energy sources, combined heat and power, consequences on the environment, sustainability) will be picked up again and analysed from a different point of view.

We plan to have a group working on the project made of the most motivated students from these two forms. Attracting a large number of students with a cultural background rooted in the former republics of the Soviet Union our school tries to motivate these students as well to take part in this project.



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Italy

Physics and Science curricula in the two first years of Liceo PNI are focused mainly on experimental work, the goal is to have students learn "the scientific method" and gain also manual lab abilities.

As for contents teachers are free to choose and develop specific topics from 4 main thematic areas. One of such areas is "Energy: its forms and sources, conservation and transformations."

It is recommended to work on renewable energy since one of the educational goals is to offer students an insight into "everyday physics " and its highly stressed idea that physics and science should help to educate "future conscious citizens, able to take well-funded decisions on such serious topics".

As for the following years (in our school physics is a 5 years course) energy is always in the curricula, a recursive topic linking together apparently different areas (from mechanics to thermodynamics and so on...).

Biomasses expressly link to chemistry and biology programs too.

Students involved in the project will be able to study and research more deeply outside curricular hours and outside their class on topics whose theoretical frame will be set in regular lessons.

The basic idea is to have highly motivated girls and boys go deeper into such subjects, approach them and in more experimental way and last but not least have an insight in real up to date research.

The mixed group will be chosen among the students attending the three regular 2nd and 3rd year classes of the school on motivational and volunteering basis.

Latvia

In Latvia physics is a 8th to 12th form subject. It is compulsory for any student. Although energy is a widespread and linking topic throughout all the 5 years, energy problems are specifically addressed in 10th-12th form. Nowadays in the testing phase of the new Latvian curriculum (our school is a pilot school) interdisciplinary and experimental work is gaining more and more importance in science and in an integrated project which will help to modernize and change way of teaching physics, chemistry and biology schools are equipped with a lot of new necessary equipment for experiments.

For the project the most motivated 10th form students will be selected.

Spain

In 3rd level (14 years), our students study the subjects of physics, chemistry and technology and they develop the following topics: Energy and electricity (theoretical and practical), renewable energy sources, conservation and degradation of energy and chemical reactions.

In 4th level (15 years) they study physics and chemistry developing: The energy, work and heat (theoretical and practical), chemical reactions and organic chemistry.

There is also an optional subject called "Renewable energies" with a prevailing environmental focus. Though linked mainly to the science department it involves physical topics as well and it is highly interdisciplinary. Such topics are in the curriculum: energy, environment and civilization; depletion of natural resources, pollution and waste, sustainable development; renewable energy (wind energy, hydropower, solar energy, biomasses, geothermal energy, tidal energy). The approach is both theoretical and experimental and it involves field trips.

The working group will be made of pupils from different classes.

For all countries

For the development of the project, the students, should know how to use information technology and communications (ICT), they will develop the use of scientific English and generally enhance the use of the foreign language for communicative purposes in an English-speaking world.



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5.12 DISSEMINATION AND USE OF RESULTS

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

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

Soon after the teachers' meeting in Latvia, in each school a "kick-off-meeting" will take place for all members in the school community, local community and learning community to present the whole project (different phases and mobility activities). The meeting will involve management teams, teachers, parents, students, teacher training centres, local institutions and local press according to the characteristics of each country and school and to the external partners each school will be working with.

In a central website right from the beginning information on the project main steps and results will be placed and updated from the very beginning and this website will be linked from each school website, too.

There will be informative posters throughout the project, in designated spaces ("Comenius corner"), in each participating school.

We also intend to arrange lectures and organize conferences related to renewable energies, with the help of our external partners (e.g. people from university, energy societies/firms and so on) informing about the state of the art in renewable energies. Lectures will be open to the public so that along with students involved in the project also other students of the school, teachers, and people from local community will be able to benefit from them.

The final outcomes of the project will be of different kinds:

- Acquisition of experimental machines for school labs or educational centres to continue experimenting with students even when the project will be over
- Bibliographic materials in renewable topics will be added to the libraries of the participating schools
- Written materials in the project language (CLIL): "School experiences on renewable energy", so that other schools will benefit from the experience and "good practice" and will know in detail how to experiment in science and physics with renewable energies. Some of these materials could also be added to the "practice examples" on Xplora, the European gateway to Science Education (<http://www.xplora.org>)
- Multimedia presentations of our experiences (CD)
- Final exhibition in each country

In each school after the final meeting the final product (CD) will be presented during the opening of the exhibition to anyone interested inside schools and in the communities.

5.13 TOPICS

Please list the main thematic areas (maximum 3) of your Partnership or complete under "other" if it is missing from the list

Nr.	Topic (<i>maximum 3</i>)
1	19
2	41
3	42



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5.14 EDUCATIONAL FIELDS

Please list the main educational fields in which Partnership activities will be implemented

Nr.	Field (<i>maximum 3</i>)
1	1020
2	1024
3	1027

ONLY FOR BILATERAL PARTNERSHIPS:

(QUESTIONS 5.15 TO 5.17)

5.15 ORGANISATION OF CLASS EXCHANGES

For both participating institutions, please describe the type of preparation which will be provided in the language of the partner institution before the exchange. Please describe (1) number of hours, (2) who will provide the preparation, (3) methods to be used and (4) expected level of proficiency. (A minimum of 20 hours of language teaching is recommended for languages that are not on the curriculum of participating students.)

5.16 COOPERATION DURING CLASS EXCHANGES

Please describe how pupils will work together in practice during the class exchange to the partner school

5.17 TEACHING LANGUAGE

Main teaching language in the coordinating institution [Table B - Languages]	
Main teaching language in the partner institution [Table B - Languages]	



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6. PROPOSED ACTIVITY DATA

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

Educational activities

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for both academic years 2008/09 and 2009/10, in a chronological order. The eligibility period of activities starts on 1 August 2008 and ends on 31 July 2010.

Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership (including associated partners), or to events organised by Lifelong Learning (or predecessor) Programme projects or networks (e.g. Comenius Network conferences). Mobility can be undertaken by staff and pupils of the participating institutions, representatives of associated partners and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility² (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

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



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Approx. starting date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
09/08	Initial teachers' meeting: <ul style="list-style-type: none"> - Getting to know each other and learning about the different backgrounds - Exchange of the curricula and program of the subjects of experimental sciences - Study of energy and environment at the secondary level - Design of the detailed work schedule and selection of material for experimental work - Visit a renewable energy production plant and a cultural visit to Riga 	Latvia	Teachers from all participating schools
09/08	Students will carry out a brief study on the energy situation in their region: sources of energy used, energy production, energy saving campaigns, ... Students will conduct a survey of the use of renewable energy sources in their cities, taken from a sample of students in their schools.	In all countries	Teachers and students from all participating schools
10/08	First students' meeting <ul style="list-style-type: none"> - Getting to know each other and planning the international work schedule - Student will gain a detailed insight into renewable energies (visit a solar cell factory and some production centers of renewable energy) and the culture of the host country (cultural visit to Augsburg and Munich) 	Germany	Teachers and students from all participating schools
12/08	Experimental phase in multinational groups: <ul style="list-style-type: none"> - Experimenting on a small scale with models of hydro power turbines, wind power turbines, solar panels (both thermal and photovoltaic), biomass gas production and the involved chemistry with an eye to up-to-date research - Experimenting will be conducted on small scale models either designed by students themselves or with didactic equipment specifically bought for the project and whose use will be perfected by students' observations; such models and other hands on related experiments will help students to model and study in detail physics and variables involved in renewable energy transformations and their reciprocal relationships - Some of these experiments will be hold in school laboratories but others will be implemented during field trips - Data from small scale experimenting will be analyzed and compared to data from the production of real power plants; Such data will be obtained by students during their visits to the plants, factories, research centers and by joint research in groups - Communication between students and national coordinator will take place at least once a month to share results and monitor progress - The used experimental equipment will be part of the final exhibition 	In all countries	Teachers and students from all participating schools



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09/09	<p>Second students' meeting:</p> <ul style="list-style-type: none"> - Sharing, discussing and demonstrating science work - Students will work in small groups to review the work plan, objectives and the achieved results. - They will discuss the encountered difficulties and will look for possible solutions. - Students will gain an insight into the culture (visit to Modena and Bologna) and state of the art on renewable energies of the hosting country e.g. a visit to Larderello (a geothermal plant in Tuscany) 	Italy	Teachers and students from all participating schools
01/10	Production of the final products (CD, exhibition, and project website)	In all countries	Teachers and students from all participating schools
05/10	<p>Third students' meeting</p> <ul style="list-style-type: none"> - Presentation of the students' work results - Working in small groups on the final product (CD) including difficulties encountered as well as conclusions - Preparation of the final exhibition - Students will gain an insight into the culture of the host country: Visit to the City of Torrejón and Madrid (Madrid ancient and modern - ecoclimate building), visit a factory, a plant for producing renewable energy and research center. 	Spain	Teachers and students from all participating schools
06/10	Final exhibition in all participating schools including the presentation of the CD	In all countries	Teachers and students from all participating schools

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

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

Name of participating organisation	Country	Total nr of pupils involved	Total nr of staff involved
Jakob-Fugger-Gymnasium	Germany	18	7
ISIS "G.A Cavazzi- Sorbelli"	Italy	18	7
Rigas 3. vidusskola	Latvia	18	7
I. E. S. Isaac Peral	Spain	18	7



6.3 EXPECTED RESULTS, INCLUDING PRODUCTS IF RELEVANT

Nr	Approx. date	Description
1	10/08	Multimedia presentation of the visited research centers, factories and plants producing renewable energy
2	11/08	Finished survey on energy situation in their country
3	06/10	Presentation of the final product (Multimedia CD)
4	06/10	Exhibition of the experiences, results and conclusions of the two years of working together
5	06/10	Final version of the project website

ONLY FOR BILATERAL PARTNERSHIPS:

6.4 DETAILS ON PLANNED CLASS EXCHANGES

Nr	Approx. start date	Sending partner country	Receiving partner country	Duration (days)	Nr of pupils	Nr of staff ³	Age range of pupils
1	mm/yy						

³ Including representatives of associated partners and accompanying persons



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7. REQUESTED EU FUNDING

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

For each of the participating organisations, please select the "Partnership type" that best corresponds to your Partnership work plan for the whole 2 year duration. Please note that each type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of planned pupil and staff mobility into the table. The grant amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Participating organisation	Country	Partnership type	Nr of planned outgoing mobilities (pupils)	Nr of planned outgoing mobilities (staff ⁴)	Total nr of outgoing mobilities	Grant amount requested (€)
Jakob-Fugger-Gymnasium	Germany	COM 24 M	18	7	25	20.000
ISIS "G.A Cavazzi- Sorbelli"	Italy	COM 24 M	18	7	25	20.000
Rigas 3. vidusskola	Latvia	COM 24 M	18	7	25	21.000
I. E. S. Isaac Peral	Spain	COM 24 M	18	7	25	18.000

⁴ Including representatives of associated partners and accompanying persons



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Annex to 2008 Comenius Partnership Application Form – LLP reference tables

The tables below should be used when filling the 2008 Comenius Partnership application form. Whenever a field in the application form refers to a table, the options available for filling the field can be found in the tables below. If a code is provided, please type in both the code and the description.

A. National Agencies

Belgium German-speaking community
Belgium French-speaking community
Belgium Dutch-speaking community
Bulgaria
Czech Republic
Denmark
Germany
Ireland
Estonia
Greece
Spain
France
Italy
Cyprus
Latvia
Lithuania
Luxembourg
Hungary
Malta
Netherlands
Austria
Poland
Portugal
Romania
Slovenia
Slovakia
Finland
Sweden
United Kingdom
Iceland
Liechtenstein
Norway
Turkey



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B. Languages

Bulgarian
Czech
Danish
German
English
Estonian
Finnish
French
Icelandic
Irish
Greek
Hungarian
Italian
Latvian
Lithuanian
Maltese
Norwegian
Dutch; Flemish
Polish
Portuguese
Romanian
Slovak
Slovenian
Spanish; Castilian
Swedish
Turkish

C. Type of organisation

EDU-SCHNur - Pre-primary school
EDU-SCHPrm - Primary school
EDU-SCHSec - General secondary school
EDU SCHVoc - Vocational secondary school
EDU-SPNeed - Establishment for learners/pupils with special needs
OTH - Other

D. Geographical Scope

Local
Regional
National
European
International



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E. Topic

Please type in both the code and the name of the topic when filling the relevant section of the form.

Tpc-01 Active citizenship
Tpc-02 Addressing target groups with special needs
Tpc-03 Artistic education
Tpc-05 Basic skills
Tpc-07 Career guidance & counselling
Tpc-08 Combating failure in education
Tpc-09 Comparing educational systems
Tpc-10 Consumer education
Tpc-12 Cultural heritage
Tpc-15 Economics, business, industry and commerce
Tpc-16 Education of specific target groups: (occupational travellers, migrants, travellers, gypsies)
Tpc-19 Environment / sustainable development
Tpc-20 Ethics, religions, philosophy
Tpc-21 European citizenship and European dimension
Tpc-24 Fight against racism and xenophobia
Tpc-25 Foreign language teaching and learning
Tpc-26 Gender issues, equal opportunities
Tpc-27 Geography
Tpc-28 Health education
Tpc-29 History and social science
Tpc-30 Inclusive approaches
Tpc-32 Intercultural education
Tpc-34 Learning about European countries
Tpc-38 Mathematics
Tpc-39 Media and communication
Tpc-40 Methods to increase pupil motivation
Tpc-41 Natural Sciences
Tpc-42 New technologies, ICT
Tpc-44 Pedagogy and didactics
Tpc-49 Physical education and sport
Tpc-53 Quality and evaluation of education
Tpc-55 Raising pupil achievement
Tpc-57 Regional identity
Tpc-58 Reinforcing links between education and working life
Tpc-60 School management, school autonomy
Tpc-69 Violence in school - peace education
Tpc-43 Other

F. Educational fields

1012 - Arts and Crafts
1013 - Music
1014 - History



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1015 - Religion/Ethics
1016 - Civics
1017 - Mother Tongue
1018 - Foreign Language
1019 - Mathematics
1020 - Physics
1021 - Chemistry
1022 - Biology
1023 - Geography
1024 - Environmental Education
1025 - Health Education
1026 - Sports
1027 - New Technologies
1028 - Economy and Business
1029 - Vocational subjects
1030 - Other basic programmes

G. Mobility action types

COM-4M (Multilateral / Small nr of mobilities - min. 4)
COM-8M (Multilateral / Limited nr of mobilities - min. 8)
COM-12M (Multilateral / Average nr of mobilities - min. 12)
COM-24M (Multilateral / High nr of mobilities - min. 24)
COM-12B (Bilateral / Small - min. 12 mob., group of min. 10 pupils in class exchange)
COM-24B - Bilateral / Large (min. 24 mob., group of min. 20 pupils in class exchange)



Education and Culture DG

**COMENIUS
PARTNERSHIPS**

Lifelong Learning Programme

H. National lumpsum amounts

COMENIUS PARTNERSHIPS 2008 : NATIONAL LUMP SUM AMOUNTS

Country of participating organisation	Comenius multilateral				Comenius bilateral	
	COM-4M	COM-8M	COM-12M	COM-24M	COM-12B	COM-24B
BE(fr)- Belgique	7.000,00	11.000,00	16.000,00	20.000,00	16.000,00	20.000,00
BE(nl) – België	6.000,00	9.000,00	11.000,00	20.000,00	11.000,00	20.000,00
BE(de) – Belgien	10.000,00	15.000,00	20.000,00	25.000,00	20.000,00	25.000,00
BG- Bulgarija	5.000,00	8.000,00	11.000,00	20.000,00	11.000,00	20.000,00
CZ – Česká republika	6.000,00	10.000,00	13.000,00	16.000,00	13.000,00	16.000,00
DK – Danmark	5.000,00	7.500,00	10.000,00	16.000,00	10.000,00	16.000,00
DE – Deutschland	8.000,00	12.000,00	16.000,00	20.000,00	16.000,00	20.000,00
GR – Ellas	6.000,00	9.000,00	13.000,00	21.000,00	13.000,00	21.000,00
EE – Eesti	6.000,00	10.000,00	14.000,00	25.000,00	14.000,00	25.000,00
ES- España	8.000,00	10.000,00	12.000,00	18.000,00	12.000,00	18.000,00
FR – France	7.000,00	12.000,00	16.000,00	20.000,00	16.000,00	20.000,00
IE – Eire / Ireland	8.000,00	12.000,00	16.000,00	22.000,00	16.000,00	22.000,00
IT – Italia	6.000,00	10.000,00	14.000,00	20.000,00	14.000,00	20.000,00
CY – Kypros	5.000,00	9.000,00	12.000,00	18.000,00	12.000,00	18.000,00
LV – Latvija	6.000,00	10.000,00	14.000,00	21.000,00	14.000,00	21.000,00
LT - Lietuva	6.000,00	9.000,00	12.000,00	20.000,00	12.000,00	20.000,00
LUX – Luxembourg	8.000,00	12.000,00	16.000,00	22.500,00	16.000,00	22.500,00
HU – Magyarország	5.000,00	9.000,00	12.000,00	18.000,00	12.000,00	18.000,00
MT – Malta	9.000,00	14.000,00	18.000,00	25.000,00	18.000,00	25.000,00
NL – Nederland	9.000,00	13.500,00	18.000,00	25.000,00	18.000,00	25.000,00
AT – Österreich	6.000,00	8.500,00	11.000,00	20.000,00	11.000,00	20.000,00
PL – Polska	8.000,00	12.000,00	16.000,00	24.000,00	16.000,00	24.000,00
PT – Portugal	6.000,00	10.000,00	14.000,00	21.000,00	14.000,00	21.000,00
RO – Romania	7.000,00	12.000,00	15.000,00	24.000,00	15.000,00	24.000,00
SI – Slovenia	6.500,00	10.000,00	13.000,00	20.000,00	13.000,00	20.000,00
SK – Slovenská republika	10.000,00	14.000,00	18.000,00	25.000,00	18.000,00	25.000,00
FIN – Suomi / Finland	5.000,00	8.000,00	10.000,00	16.000,00	10.000,00	16.000,00
SE – Sverige	6.000,00	10.000,00	14.000,00	22.000,00	14.000,00	22.000,00
UK- United Kingdom	9.000,00	14.000,00	17.000,00	22.000,00	17.000,00	22.000,00
IS – Island	7.500,00	12.000,00	15.000,00	20.000,00	15.000,00	20.000,00
LI – Liechtenstein	8.000,00	11.500,00	15.000,00	20.000,00	15.000,00	20.000,00
NO – Norge	5.500,00	9.000,00	12.000,00	18.000,00	12.000,00	18.000,00
TR – Türkiye	6.000,00	9.500,00	13.000,00	23.000,00	13.000,00	23.000,00