



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

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

PLEASE SEND ONE ORIGINAL AND TWO PHOTOCOPIES OF YOUR APPLICATION FORM TO:

**Comenius Applications  
British Council  
10 Spring Gardens  
London  
SW1A 2BN**

PLEASE ALSO EMAIL A COPY OF YOUR APPLICATION FORM TO:

**[Comenius.Applications@britishcouncil.org](mailto:Comenius.Applications@britishcouncil.org)**

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

### 1. SUBMISSION DATA

#### 1.1 TO BE FILLED BY THE COORDINATOR:

<b>LLP Sub-Programme</b>	Comenius	<b>Action Type</b>	Partnerships
<b>Call</b>	2009		
<b>Working language of the partnership</b>	En		
<b>Title of the Partnership</b>	'Families R Us!'		
<b>Acronym (if applicable)</b>			
<b>The application concerns a</b>	<input checked="" type="checkbox"/> Multilateral Partnership		

#### 1.2 TO BE FILLED BY EACH APPLICANT INSTITUTION ONLY IN THE COPY IT SUBMITS TO ITS OWN NATIONAL AGENCY:

<b>Name of applicant institution</b>	Sagvåg skule, Stord
<b>The applicant institution is</b>	One of seven partisipaters

## GENERAL INFORMATION

Before completing this form, please read the relevant sections in the *Lifelong Learning Programme Guide* and the 2009 Call for Proposals published by the European Commission. Please consult also the website of your National Agency, which contains additional information on closing dates, National Agency addresses to which the application must be sent, and specific priorities for that year. A link to the European Call for Proposals, the Programme Guide and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website:

[http://ec.europa.eu/education/llp/doc848\\_en.htm](http://ec.europa.eu/education/llp/doc848_en.htm)

This application form should be completed by the **coordinator** of the proposed Partnership, in cooperation with the partners, giving full details of the Partnership including the details of all partners and all planned mobilities and grant requests for every partner. The coordinator must send a copy of the completed form to each partner. The coordinator and the partners complete and sign the declaration (section 4) and fill the information in part 1.2 on the cover page of their individual copies and submit the form to their National Agencies by **20 February 2009 (date as postmark)**. The partners must not change any of the information contained in the form completed by the coordinator; all copies must be identical except for the Declaration and the fields under 1.2 which should be filled separately by all applicant institutions on their copies of the form. Please note that the form should be completed well in advance before the deadline so that each participating institution is able to post its copy of the application on time.

Please note that each National Agency may request applicants to submit additional information in support of a Partnership application. **Each applicant should check on the website of its National Agency before submitting the form.**

## CHECKLIST

Before submitting the application, please make sure that it fulfils the requirements listed below.

- The application fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- The form is not hand written (except for the Declaration and part 1.2).
- The form has been completed **jointly** by the whole Partnership and all partners have received a copy.
- The form has been completed in full.
- The Work programme (section 6.1) contains planned mobility activities of each institution in the Partnership and the Requested EU funding table (section 7) contains grant requests in euro for each partner.
- The form has been completed using the **communication language** of the Partnership (this must be one of the official languages of the EU).
- Multilateral Partnerships:** The partnership consists of institutions located in at least three of the countries participating in the Lifelong Learning programme. **Bilateral Partnerships:** The partnership consists of two institutions, each one located in one of the countries participating in the Lifelong Learning programme. The eligible countries are the 27 Member States of the European Union, Norway, Liechtenstein, Iceland and Turkey.



## Lifelong Learning Programme

- At least one participating institution is located in a Member State of the European Union at the starting date of the Partnership.
- Each participating institution has checked with the National Agency in its country that it is eligible to participate in a Comenius Partnership.
- If the application concerns a **Bilateral Partnership**, it must include in its work programme a reciprocal exchange of classes or groups of minimum 10 days involving pupils aged at least 12 (a class or group from one school visits the other, and vice versa). The minimum size of the group participating in each phase of the reciprocal exchange is 10 pupils in the case of "small group class exchanges" and 20 pupils in the case of "large group class exchanges" (depending on the grant amount requested). The two participating schools cannot have the same teaching language.
- The copy submitted to each National Agency has been signed by the person authorised to enter into legally binding commitments on behalf of the applicant institution concerned (or a person duly authorised by the legal representative).
- Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.
- Each participating institution has checked with its National Agency whether there are any national eligibility criteria and/or national priorities and whether the National Agency requires any additional information to be submitted in support of the application.

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



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

## 2. COORDINATOR

Sections 2 and 3 contain the details of each institution/organisation participating in the Partnership.

### 2.1 ORGANISATION

<b>Full Legal Name</b>	Forestdale Primary School			
<b>Type of Organisation</b>	EDU-SCHPrm			
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b>	250
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
<b>Address</b>	Wareham Road, Frankley, Rubery			
<b>Postcode</b>	B45 0JS	<b>City</b>	Birmingham	Region   UKG3
<b>Country</b>	England UK		<b>Scope</b>	L
<b>Organisation's national ID (if applicable)</b>	330 2486		<b>National Agency of the Coordinator</b>	United Kingdom
<b>Organisation's website (if applicable)</b>	<a href="http://www.forestdale.bham.sch.uk">www.forestdale.bham.sch.uk</a>		<b>Organisation's e-mail (if applicable)</b>	<a href="mailto:Jackie.bird@forestdale.bham.sch.uk">Jackie.bird@forestdale.bham.sch.uk</a>

### 2.2 CONTACT PERSON

<b>Title</b>	Mr	<b>First name</b>	Jonathan	
<b>Family name</b>	Leonard			
<b>Department</b>	Key Stage 2			
<b>Position</b>	Class Teacher/International Coordinator/ICT Coordinator			
<b>Work Address</b>	Street - Number (if different from above)			
<b>Postcode</b>		<b>City</b>		
<b>Country</b>				
<b>Telephone 1</b>			<b>Telephone 2</b>	
<b>Mobile</b>	0781 755 3123		<b>Fax</b>	
<b>E-mail address</b>	jleonard@forestdale.bham.sch.uk			

### 2.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

<b>Title</b>	Mrs	<b>First name</b>	Susan	
<b>Family name</b>	Robertson			
<b>Organisation</b>	Forestdale Primary School			
<b>Department</b>	Senior Management			
<b>Position</b>	Headteacher			
<b>Work address</b>	Wareham Road, Frankley, Rubery			
<b>Postcode</b>	B45 0JS	<b>City</b>	Birmingham	
<b>Country</b>	England UK			
<b>Telephone</b>	0121 464 8659		<b>Fax</b>	0121 464 4002
<b>E-mail address</b>	srobertson@forestdale.bham.sch.uk			



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

## 2.4 PREVIOUS PROJECTS

Does the organisation already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows if necessary

## 2.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

	<b>Grant agreement number</b>
√ Contact seminar	<b>2008-GB1-COM09-01968</b>

### 3. PARTNER DATA

#### PARTNER NR 1

#### 3.1 ORGANISATION

<b>Full Legal Name</b>	SB De Letter			
	[In Latin characters - where originals are not in Latin characters]			
<b>Type of Organisation</b>	EDU-SCHPrm			
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b>	300
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
<b>Address</b>	Letterkundestraat 39			
<b>Postcode</b>	2610	<b>City</b>	WILRIJK	Region   Antwerp
<b>Country</b>	BELGIUM		<b>Scope</b>	L
<b>Organisation's national ID (if applicable)</b>			<b>National Agency of the Coordinator</b>	Belgium Dutch-speaking community
<b>Organisation's website (if applicable)</b>	<a href="http://www.schooldeletter.be">www.schooldeletter.be</a>		<b>Organisation's e-mail (if applicable)</b>	lucdielen@gmail.com

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

**X Yes**

#### 3.2 CONTACT PERSON

<b>Title</b>	Mr	<b>First name</b>	Luc
<b>Family name</b>	Dielen		
<b>Department</b>	Management		
<b>Position</b>	Head Teacher		
<b>Work Address</b>	Street - Number (if different from above)		
<b>Postcode</b>		<b>City</b>	
<b>Country</b>			
<b>Telephone 1</b>	0032 3828 58 89	<b>Telephone 2</b>	0032 476 600 470
<b>Mobile</b>	0032 476 600 410	<b>Fax</b>	00323 825 30 42
<b>E-mail address</b>	lucdielen@gmail.com		

### 3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

<b>Title</b>	<b>Mr</b>	<b>First name</b>	Luc
<b>Family name</b>	Dielen		
<b>Organisation</b>	S B De Letter		
<b>Department</b>	Management		
<b>Position</b>	Headteacher		
<b>Work address</b>	Letterkundestraat 39		
<b>Postcode</b>	2610	<b>City</b>	Wilrijk
<b>Country</b>	<b>Belgium</b>		
<b>Telephone</b>	0032 382 85 889	<b>Fax</b>	00323 825.30.42
<b>E-mail address</b>	lucdielen@gmail.com		

### 3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

### 3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	<b>Grant agreement number</b>  <b>2008-COM-CS-B-08-VL</b>
---	---



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS**PARTNER NR 2****3.1 ORGANISATION**

<b>Full Legal Name</b>	Grund-, Haupt- und Förderschule Gerstetten			
<b>Type of Organisation</b>	EDU-SCHPrm + EDU-SCHSec + EDU SPNeed			
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b>	487
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
<b>Address</b>	Forststrasse 18			
<b>Postcode</b>	89547	<b>City</b>	Gerstetten	<b>Region</b>
<b>Country</b>	Germany		<b>Scope</b>	L
<b>Organisation's national ID (if applicable)</b>			<b>National Agency of the Partner</b>	Germany
<b>Organisation's website (if applicable)</b>	www.ghs-gerstetten.hdh.schule-bw.de		<b>Organisation's e-mail (if applicable)</b>	schule_gerstetten@yahoo.de

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

X Yes

**3.2 CONTACT PERSON**

<b>Title</b>		<b>First name</b>	Birgit
<b>Family name</b>	Stark-Gommel		
<b>Department</b>			
<b>Position</b>	Teacher, EU-Coordinator		
<b>Work Address</b>			
<b>Postcode</b>		<b>City</b>	
<b>Country</b>			
<b>Telephone 1</b>	+49-7323-4738		<b>Telephone 2</b>
<b>Mobile</b>	+49-162-6208319		<b>Fax</b>
<b>E-mail address</b>	birgit.stark-gommel@web.de		

**3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT**

<b>Title</b>	<b>Dr.</b>	<b>First name</b>	Barbara
<b>Family name</b>	Herrmann		
<b>Organisation</b>			



Education and Culture DG

Lifelong Learning Programme

<b>Department</b>			
<b>Position</b>	Headteacher		
<b>Work address</b>	Forststrasse 18		
<b>Postcode</b>	89547	<b>City</b>	Gerstetten
<b>Country</b>	<b>Germany</b>		
<b>Telephone</b>	+49-7323-951811	<b>Fax</b>	+49-7323-951818
<b>E-mail address</b>	poststelle@ghs-gerstetten.hdh.schule.bwl.de		

### 3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**. **No.**

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

### 3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	<b>Grant agreement number</b>  <b>CVS-BY-TR-08-00170</b>
---	--



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS**PARTNER NR 3****3.1 ORGANISATION**

<b>Full Legal Name</b>	Sagvag Skule			
<b>Type of Organisation</b>	EDU-SCHPrm			
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b>	160
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
<b>Address</b>	Fitjarvegen 120			
<b>Postcode</b>	5410	<b>City</b>	STORD	Region
<b>Country</b>	Norway		<b>Scope</b>	L
<b>Organisation's national ID (if applicable)</b>			<b>National Agency of the Partner</b>	Norway
<b>Organisation's website (if applicable)</b>	www.skolc.stord.kommune.no/saqvaag		<b>Organisation's e-mail (if applicable)</b>	

**3.2 CONTACT PERSON**

<b>Title</b>	Mrs	<b>First name</b>	Toril Sandvik	
<b>Family name</b>	Bruket			
<b>Department</b>	Sagvag Skule			
<b>Position</b>	Teacher			
<b>Work Address</b>				
<b>Postcode</b>		<b>City</b>		
<b>Country</b>				
<b>Telephone 1</b>	4753497010		<b>Telephone 2</b>	
<b>Mobile</b>	4791860735		<b>Fax</b>	
<b>E-mail address</b>	Toril.sandvik.bruket@stord.kommune.no			

**3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT**

<b>Title</b>	Mr	<b>First name</b>	Lars	
<b>Family name</b>	Bakka			
<b>Organisation</b>	Sagvag Skule			
<b>Department</b>				
<b>Position</b>	HeadTeacher			
<b>Work address</b>	Fitjarvegen 120			
<b>Postcode</b>	5410	<b>City</b>	Stord	
<b>Country</b>	Norway			
<b>Telephone</b>	53409710		<b>Fax</b>	
<b>E-mail address</b>	Lars.bakka@stord.kommune.no			

### 3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**. **No**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

### 3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	<b>Grant agreement number</b>  <b>2008 - 1 - NO1 - COM09 - 00498</b>
---	--

## PARTNER NR 4

### 3.1 ORGANISATION

<b>Full Legal Name</b>	St Brendan's B.N.S.		
<b>Type of Organisation</b>	Primary School		
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b> 195
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
<b>Address</b>	McAuley Rd, Artane, Dublin 5		
<b>Postcode</b>	Dublin 5	<b>City</b>	<b>Region</b>
<b>Country</b>	Ireland	<b>Scope</b>	L
<b>Organisation's national ID (if applicable)</b>		<b>National Agency of the Partner</b>	Ireland
<b>Organisation's website (if applicable)</b>	www.stbrendans.ie	<b>Organisation's e-mail (if applicable)</b>	



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

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

**X Yes**

### 3.2 CONTACT PERSON

<b>Title</b>	Ms	<b>First name</b>	Siobhan	
<b>Family name</b>	Flynn			
<b>Department</b>				
<b>Position</b>	Special Class Teacher			
<b>Work Address</b>	McAuley Rd, Artane, Dublin 5			
<b>Postcode</b>		<b>City</b>		
<b>Country</b>	Ireland			
<b>Telephone 1</b>	0035318309047		<b>Telephone 2</b>	0035318901306
<b>Mobile</b>	00353872441295		<b>Fax</b>	0035318314571
<b>E-mail address</b>	Stbrendanscomeniusproject@yahoo.ie			

### 3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

<b>Title</b>	Mr	<b>First name</b>	David	
<b>Family name</b>	Gray			
<b>Organisation</b>	St Brendan's B.N.S.			
<b>Department</b>				
<b>Position</b>	Principal			
<b>Work address</b>	McAuley Rd, Artane, Dublin 5			
<b>Postcode</b>		<b>City</b>		
<b>Country</b>	Ireland			
<b>Telephone</b>	0035318319047			
<b>E-mail address</b>	Stbrendanscomeniusproject@yahoo.ie			

### 3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**. **No**.

Start Year	Type of Action	Agreement number	Title of the project
2001-2003	Comenius	PMOO180C	WIN into Europe
2003-2006	Comenius	PP04-49-C	Diary on line

Add rows to the table if necessary

### 3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	<b>Grant agreement number</b>
---	-------------------------------

## PARTNER NR 5

### 3.1 ORGANISATION

<b>Full Legal Name</b>	Abdipasa ilkogretim Okulu		
<b>Type of Organisation</b>	EDU-SCHPrm		
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b> 455
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
<b>Address</b>	Abdipasa Berlesi Ulus		
<b>Postcode</b>	74400	<b>City</b>	Bartın Region TL
<b>Country</b>	Turkey	<b>Scope</b>	Turkey
<b>Organisation's national ID (if applicable)</b>		<b>National Agency of the Partner</b>	
<b>Organisation's website (if applicable)</b>		<b>Organisation's e-mail (if applicable)</b>	

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

**X Yes**

### 3.2 CONTACT PERSON



Education and Culture DG

## Lifelong Learning Programme

<b>Title</b>	Miss	<b>First name</b>	Esra	
<b>Family name</b>	Madenoglu			
<b>Department</b>	English			
<b>Position</b>	Teacher			
<b>Work Address</b>	Abdipasa Beldesi, Ulus			
<b>Postcode</b>	74400	<b>City</b>	Bartın	
<b>Country</b>	Turkey			
<b>Telephone 1</b>	00905058688299		<b>Telephone 2</b>	
<b>Mobile</b>			<b>Fax</b>	
<b>E-mail address</b>	esramadenoglu@yahoo.com			

**3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT**

<b>Title</b>	Mr	<b>First name</b>	Ekrem	
<b>Family name</b>	Durmazer			
<b>Organisation</b>	Abdipasa ilkogretim Okulu			
<b>Department</b>	Management			
<b>Position</b>	HeadTeacher			
<b>Work address</b>	Abdipasa Beldesi, Ulus			
<b>Postcode</b>	74400	<b>City</b>	Bartın	
<b>Country</b>	TURKEY			
<b>Telephone</b>			<b>Fax</b>	
<b>E-mail address</b>				

**3.4 PREVIOUS PROJECTS**

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**. **No**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

**3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?**

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	<b>Grant agreement number</b> 2008-1-TR-1-COM09-04584
---	--

**PARTNER NR 6****3.1 ORGANISATION**

<b>Full Legal Name</b>	CEIP Ramon Faus I Esteve			
<b>Type of Organisation</b>	EDU-SCHPrm			
<b>Legal Status</b>	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	<b>Size (nr of pupils)</b>	455
<b>Commercial Orientation</b>	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
<b>Address</b>	Avinguda President Lluís Companys No.57			
<b>Postcode</b>	25210	<b>City</b>	Guissona	Region   Lleida
<b>Country</b>	Spain		<b>Scope</b>	L
<b>Organisation's national ID (if applicable)</b>			<b>National Agency of the Partner</b>	Spain
<b>Organisation's website (if applicable)</b>			<b>Organisation's e-mail (if applicable)</b>	C5001761@xtec.cat

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

**X Yes**

**3.2 CONTACT PERSON**

<b>Title</b>	Miss	<b>First name</b>	Montserrat	
<b>Family name</b>	Sanchez Sala			
<b>Department</b>				
<b>Position</b>	Teacher			
<b>Work Address</b>	Avinguda President Lluís Companys No.57			
<b>Postcode</b>	25300	<b>City</b>	Tarrega	
<b>Country</b>	Spain			
<b>Telephone 1</b>	0034 - 973 501 226		<b>Telephone 2</b>	
<b>Mobile</b>	0034 615 071 920		<b>Fax</b>	
<b>E-mail address</b>	Msanc529@xtec.cat			

**3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT**

<b>Title</b>	Ms	<b>First name</b>	Dolors	
<b>Family name</b>	Farran Mateu			



Education and Culture DG

Lifelong Learning Programme

<b>Organisation</b>	CEIP Ramon Faus I Esteve		
<b>Department</b>			
<b>Position</b>	HeadTeacher		
<b>Work address</b>	Avinguda President Lluís Companys No.57		
<b>Postcode</b>	25210	<b>City</b>	Guissona
<b>Country</b>	<b>Spain</b>		
<b>Telephone</b>	0034973 550 319	<b>Fax</b>	0034 973 550 319
<b>E-mail address</b>	C5001761@xtex.cat		

### 3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**. **No**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

### 3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	<b>Grant agreement number</b>  2008-1-ES1-COM09-04514
---	---

## 4. DECLARATION OF HONOUR

DECLARATION



## Lifelong Learning Programme

*To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant institution. This Declaration must be separately completed and signed by each applicant institution in its copy of the application.*

### **I, the undersigned,**

Request from my National Agency a grant for my organisation as set out in section 7 of this application form.

#### **Declare that:**

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely: It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

#### **Certify that:**

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify ;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 96(1) of the Financial Regulation (Council Regulation 1605/2002 of 25/06/02, as amended).

#### **Acknowledge that:**

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

**I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.**

**PROTECTION OF PERSONAL DATA (EU)**

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate National Agency to which the form must be submitted. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at any time. ([http://www.edps.europa.eu/00\\_home.htm](http://www.edps.europa.eu/00_home.htm)).

**PROTECTION OF PERSONAL DATA (UK)**

The British Council will use the information that you are providing in this application form, and in any supplementary application form required, for the management of your participation in the Comenius Programme. The British Council will share data on the named contact point for your organisation, specified in this application form, and on your organisation, with other agencies involved in the funding, management and evaluation of the Lifelong Learning Programme. The British Council will publish a list of organisations receiving grants under the Comenius Programme on its website at [www.britishcouncil.org/comenius](http://www.britishcouncil.org/comenius), including the amounts of each grant awarded.

Under UK Data Protection law, you and the named contact point for your organisation, specified in this application form, have the right to ask for a copy of the information held on you by the British Council, for which the British Council may charge a fee, and the right to ask the British Council to correct any inaccurate information. If you want more information about this, please contact the British Council's Data Protection Team at [dataprotection@britishcouncil.org](mailto:dataprotection@britishcouncil.org) or see its website at <http://www.britishcouncil.org/home-data-protection.htm>

**I confirm that I understand that the data provided in this application form, and in any supplementary application form required, will be used, and may be shared, as described above.**

The British Council will use the contact information provided in this application form to send to the named contact point for your organisation, specified in this application form, details about other British Council programmes and events which may be of interest, including other activities under the Comenius Programme and the wider Lifelong Learning Programme.

If you do **not** wish your named contact point to receive such information, please tick here:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Education and Culture DG

Lifelong Learning Programme

Name of signatory: Susan Robertson

Position within the organisation: Headteacher

Name of the applicant organisation: Forestdale Primary School

Stamp of the organisation (if required by your National Agency):

**How did you find out about / get involved with the Comenius School Partnerships Programme? Please tick as many boxes as are relevant. NB your answers to this question will help us improve our future promotion of the Programme - thank you for your help.**

- From the British Council's website
- From another website (please specify) \_\_\_\_\_  
\_\_\_\_\_
- Attended a British Council information session
- Attended a British Council application surgery
- Received British Council promotional material
- Through a colleague
- Through a Comenius Ambassador
- Through another organisation / network (please specify) \_\_\_\_\_  
\_\_\_\_\_
- Through the media (please specify) \_\_\_\_\_  
\_\_\_\_\_
- Through prior / current involvement in another Comenius activity (please specify)



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

## 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.

#### 'Families R Us!'

This project will celebrate the richness of 'family' across Europe. It will seek to promote the ethos that all families are important, therefore encouraging children to feel a sense of worth in their own family environment. The project will explore 'family' on four levels:

1. The family at home
2. The School Community as a family
3. Our National Family
4. Our European Family

The project is designed to promote family values and investigate whether these values are commonly shared throughout the cultures of the seven partnership schools. Over the course of the project the children will begin to understand that they have a place within 'family' and so develop a sense of self worth. The project also seeks to enlighten school communities as to the role that they play within the European family.

A central part of the project will be 'FAMILY DAY' a celebration which will take place in all seven partnership school. Teachers will travel to partnership schools to attend these celebrations as Ambassadors of the project 'family'. The local community will be invited to attend these celebratory events so as to ensure that the project will impact beyond school walls.

### 5.2 CONTEXT

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

The project harnesses a partnership of schools which face similar challenges. Each school is located in a disadvantaged area and is seeking to build a sense of worth in their children. The Project, and the funding associated with it, will have a HUGE impact upon the schools and the lives of the children within them. This will be a project that pupils, staff and the local community, will never forget!

**UK: Forestdale Primary School** is located in a socio-economically disadvantaged suburb of Birmingham UK. This fact is reflected by the high percentage of pupils who receive free school meals. The local area faces huge social challenges and so the school ethos focuses upon the support and nurture of the 'whole child'. In recent years the population of migrants in the area has increased and the school has welcomed a small number of children who have English as a second language. Nevertheless the ethnicity of most of the children is White British, who have very limited exposure to life experiences outside of their local community.



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

**Germany: Grund-, Haupt- und Förderschule Gerstetten** (Primary and Secondary Modern School, which also includes a special school catering to students who have [individual educational needs](#) due to learning difficulties) is located in a rural community of about 12,000 inhabitants in the South of Germany. Gerstetten's economy is characterized above all by small and medium-sized businesses. Many of our children lack traditional family backgrounds and have limited experience of the world around them. In recent year the area has seen an increase in the percentage of immigrants, particularly in the special school, which necessitates a holistic concept that focuses upon the education of the 'whole child'. By imparting key qualifications in personal, social, methodical and professional fields, we aim to enable our pupils to find their way in modern day Europe.

**Ireland: St Brendans** is a boys' primary school catering for children from seven to twelve years of age. Our school population is first generation Irish in the main with a small number of families from Nigeria, Poland and South Africa who have recently joined the school. We have one special class of children with mild general learning difficulties. Our school is designated as disadvantaged. A large number of initiatives are in place in the school to promote the education of the children and support their parents to this end. Attendance is generally good and children on the whole are quite motivated to learn.

**Norway: Sagvåg skule** is a primary school with 160 pupils between the ages of 6 to 12 years. Our school is 3 years old, and it gives us a new environment for learning. We are located at the west coast of Norway, at the island Stord. We have a very small number of pupils who have Norwegian as their second language. All pupils are integrated in our school, and the learning is adjusted to each individual.

**Belgium: Stedelijke Basisschool DE Letter** is located in the district of Wilrijk, which is a socio-economically disadvantaged suburb to the South of Antwerp. We have in our school children from 26 different countries. Only 10% of pupils in the school originate from families within Belgium. In recent years we have had a high percentage of students from countries of the former Soviet Union. Most children in the school speak Dutch as their second or even third language.

**Turkey: Abdipaşa Primary School** is located in Abdipaşa which is a small rural area 26 kms from Bartın. The school has nearly 450 students and most of the students come from small villages around Abdipaşa. The area is economically disadvantaged even by the standards of Turkey. Most of the students are taken to school by free buses from the surrounding villages and receive free school meals. Most of the families earn their living by working in coal mines or on farms. Many students have fathers who work out the town but mothers live in Abdipaşa. The children have very limited exposure to life experiences outside of their local community.

**Spain: Ceip Ramon Faus i Esteve** is a public school located in Guissona, a small town with 6,000 inhabitants, placed in the middle of Catalonia, surrounded by lower mountains and cultivated fields (wheat and barley).

There is also an important factory in Guissona, where the main part of the population work. A lot of its workers come from different countries, mainly from East- Europe. That's why in our primary school there is a high percentage of migrants (more than 60% of the students).

Geographical location of Guissona (little towns around it, no public transport and other facts...) doesn't help our students to have an important input of English language and culture. That's why we think that this project is a good opportunity for all of them to be in touch with the European culture.



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

### 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?

#### **General Objectives**

- To build a sense of self worth in each child regardless of their creed or culture.
- To build pupils' confidence and self esteem.
- To give pupil's a sense of pride.
- To address lack of confidence resulting from social issues in the local community.
- To celebrate the family and family values.
- To increase children's knowledge and understanding of the European Community.
- To help children to empathise with those of other cultures.
- To introduce pupils to other European languages and improve their linguistic skills.
- To improve children's communication skills through the use of new technologies.
- To provide children with a life changing experience.

Children will share work about their own family lives with children from other partnership schools. The giving and receiving of respect will be promoted throughout and teachers will exemplify this by working together in unity. It is intended that everyone, including school staff, will find their place within the European Family.

#### **Concrete Objectives**

##### **1. The family at home**

The children will produce pieces about their own family to share with the children in partnership schools. These pieces of work will include:

- **Family Trees:** Children will involve family members and use investigation skills to draft their own family trees. Comparisons will be made of family origins.
- **Video Diaries:** Selected children will be given video cameras to make a 'Spend the day with my family' video diary. Each partnership school will have the diary made on the same date, so that a comparison can be made of what children were doing at exactly the same time in seven different European Countries.
- **Family Recipes:** Children will question family members to find out favourite recipes. Classes will then compile 'Family Recipe Books'. These books will include 'Grandmother Favourites', 'Mother Favourites' etc. Each class will then send their book to a class in one of the partnership schools. Each class can then attempt to make the recipes and give feedback to the original class as to how the tasty the food was deemed to be.
- **Family Holiday Brochure:** Selected classes will produce holiday brochures showing all of the place in the world that the children have been to on family holidays. (For most children this will be within their home country) With parental permission these brochures will include actual holiday photographs. Children will write comments recommending favourite places or warning about disaster holidays. Brochures will be shared throughout the partnerships schools. Children will look through the brochures and write to the person who's holiday seems the most appealing asking if they will take them along next time!

##### **2. The School Community as a family**

The children will produce pieces about their own school to share with the children in partnership schools. These pieces of work will include:

- **School Radio Podcasts:** Each school will make a school radio podcast once a term. This podcast will then be made available (via the Project Website) for all other schools to listen to.



- **Video Diaries:** Children will make a video diary of 'A day in the life at School'. Each partnership school will make the diary on the same day so that a comparison can be made of what children were doing at exactly the same time in seven different European Schools.

- **FamiliesRUS! Newspaper:** Once a term a group of children in each school will be selected to produce one school newspaper page reporting on school news. The pages from the seven schools will then be compiled and distributed throughout all of the schools and the local community as 'FamiliesRUS! News'. Each term children from different year group will be selected to prepare the news page.

### 3. Our National Family

The children will produce pieces about their own country to share with the children in partnership schools. These pieces of work will include:

- **Famous Families:** Children will investigate and pick a famous family from one of the other partnership countries. They will then prepare a 'glossy' paparazzi style journal showing their conceptions of that family. They will evaluate whether they believe these families to be true representatives of the country. (E.g. UK The Beckham Family, Spain The Royal family etc)

- **Dialect Podcasts:** Children will investigate the differences in speech throughout their own country. They will produce podcasts presenting different dialects or local sayings. These podcasts will be presented on the project website and celebrate the diversity of speech within national borders and across Europe.

### 4. Our European Family

The children will produce pieces about Europe as a celebration of the project family. These pieces of work will include:

- **Corridor Displays:** Each partner will have six displays in and around their school displaying information about the other partner countries. Children will be encouraged to investigate the people, places and culture of partner countries to produce work to be displayed.

- **Pen pals:** A 'pen pal' scheme will be in place from September 1<sup>st</sup> 09. All children will be encouraged to join the scheme allowing them to correspond with a member of our European family through letter writing. Each class will have a letter board where these letters can be displayed if the children desire to do so. This will allow all children then read letters from across our European Family.

- **Language Labs:** A group of pupils from each school will prepare a lesson to teach greetings in their own mother tongue. English will be used as the main language in the lesson. These lessons will be recorded and place on the project website. Each school will then use these recordings to help in teaching basic greetings for all six languages of the project institutions.

### FAMILY DAY

Family day is the epitome of the whole project. Each school will host one family day over the course of the 2 year project. There will be 7 Family Days in total. This will be a day organised locally by each school to celebrate the value of family. The local community will invited to attend along with parents. Staff from each partnership school will travel on a mobility to visit the 'Family Day'. They will take with them greetings from each school and small gifts made by the children. Each school will celebrate their own culture while embracing the visiting family ambassadors.

### EUROPEAN FAMILY EXHIBITION

A compilation of work completed over the two years of the project will be showcased in the EUROPEAN FAMILY EXHIBITION. This will be a week long exhibition hosted by the Coordinating School in the UK. The exhibition will coincide with the final Family Day and will be a huge celebration of the 2 year project. It is anticipated that the exhibition will attract press attention and be attended by various local dignitaries as well as the representatives of all partnership schools. Children from all over Europe will be involved as we endeavour to have video conferencing linking children from all seven schools.



## 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.

A strong relationship has already been forged between participating institutions, all of which attended a Comenius Contact Seminar in Antalya, Turkey. It has been agreed that whilst Forestdale Primary School oversee the coordination of the whole project, individual tasks will be shared equally and according to each institutions area of expertise. Each school will take responsibility for coordinating at least one of the concrete objectives listed in the previous section. The allocation of coordinating responsibility can be seen below:

### **Forestdale Primary School**

Coordinating - ICT: Project Website/ Radio Podcasts/Dialect Podcasts/ Video Diaries

### **Grund Haupt und Forderschule Gerstetten, GERMANY**

Coordinating - Family Trees

### **SB De Letter, BELGIUM**

Coordinating - Family Recipes

### **St Brendans B.N.S, IRELAND**

Coordinating - Family Holiday Brochure

### **Saavag Skule, Stord, NORWAY**

Coordinating - School Newspaper

### **Abdipasa Primary School, TURKEY**

Coordinating - Famous Families

### **CEIP Ramon Faus I Esteve, SPAIN**

Coordinating - Pen Pals

### **FAMILY DAY:**

All seven schools will be responsible for preparing and organising their own FAMILY DAY. It is expected that each institution will publicise the event and involve their own local community.

### **EUROPEAN FAMILY EXHIBITION:**

The host and coordinating school, Forestdale Primary, will be responsible for organising and advertising this final event. However, each individual institution will be expected to have an exhibit of the work that they have produced over the course of the project.

## 5.5 COOPERATION AND COMMUNICATION

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

A strong relationship has already been forged between participating institutions, all of which attended a Comenius Contact Seminar in Antalya, Turkey. Links are in place and children from each institution have already sent cards to each other for Christmas 2008, creating excitement and interest in all of the partner schools.

Staff



Lifelong Learning Programme

Over the course of the project participating schools will communicate in various ways. Most of the coordination will be done by means of e-mail channelled through the Project Coordinator. When necessary, for example prior to mobility visits, the telephone will be used for direct personal contact. Time will be allowed during Mobility Visits for institution organisers to communicate in a relaxed, informal setting, so as to enhance cooperation and understanding throughout the group.

Pupils

Throughout the project, children will communicate by means of various mediums. These will include emails, podcasts, video conferencing, Twinspace, Facebook. There will also be communication through parcels, pen pal letters, and cards for celebrations, as many of our children have never experienced the joy of receiving these more traditional forms of correspondence.

**5.6 IMPACT AND EUROPEAN ADDED VALUE**

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

This project will have a huge impact upon the each participating institutions' impression of Europe. In total over 2000 people from across Europe will cooperate together to produce a final piece of work. (The EUROPEAN FAMILY EXHIBITION) Pupils and staff will be given an appreciation of family values from other countries within the European Union and understand their role within the European Family.

The project will open the minds of over 2000 young people, to the possibilities available to them in being part of the European Family. It will have a social and personal impact raising their self esteem.

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

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

X	To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States (COM-OpObj-1)
X	To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme (COM-OpObj-2)
x	To encourage the learning of modern foreign languages (COM-OpObj-3)
x	To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning (COM-OpObj-4)
	To enhance the quality and European dimension of teacher training (COM-OpObj-5)
	To support improvements in pedagogical approaches and school management (COM-OpObj-6)



Lifelong Learning Programme

**5.8 EVALUATION**

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

Evaluation by Staff:

Each institution will have a staff meeting/group discussion once every term (prior to each mobility) to assess and evaluate the impact that the project is having upon the school and local community. The partnership will then have a formal 'Evaluation Meeting' as part of the mobility Project Meeting which will take place every term. The Project Coordinator will chair these meetings.

Evaluation by Pupils:

Throughout the project the children themselves will be invited to evaluate the impact of the project. They will do this by means of discussion groups and written questionnaires. Each school will have a 'CHILDREN'S COMENIUS COMMITTEE'. This small group of representative children will have a termly discussion meeting to evaluate and generate ideas. Every child in the school will be given a 'Comenius Diary' in September 2009. They will keep and cherish these diaries for the two years of the project. They will use these diaries to express their feelings as to the impact that the project is having upon them.

End of Project Evaluation:

In September 2009 all children in the 7 institutions will be given a questionnaire, differentiated according to their age. In July 2011 the same questionnaire will be given to all children. An evaluation will be made as to any change in attitude brought about as a direct result of the project. The Children's Comenius Committee will make a VIDEO DIARY summarising the impact that they feel the project has had upon the school and themselves personally. The committee will make also make a presentation of the key outcomes of the project, to older children at local secondary schools.

**5.9 ACTIVE INVOLVEMENT**

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

And/or

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

The pupils of all institutions will have an active involvement in the planning of the project. Before the project begins in the Summer Term of 2009, each school will appoint a 'CHILDREN'S COMENIUS COMMITTEE'. These will be heavily involved in the planning and implementation of tasks throughout the project. They will speak with their peers and feedback to teacher's activities that they feel should be included in the project.

The project will seek to enhance pupil's skills through personalised learning. It is anticipated that the project will be a source of motivation in pupil lead learning within all partner institutions.

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

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

And/or



## Lifelong Learning Programme

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.

Each of the seven partnership schools teach civics as part of the curriculum. The FamiliesRUS project is at the very core of this curriculum promoting respect and cooperation with each other and other cultures. The project will build upon the existing civics curriculum, enlarging it through collaboration.

The concrete outcomes of the project have strong links throughout the curriculum of all partnership schools. As the main project language is English, it will be an integral part of language studies in all five of the non-English speaking institutions. The project will also assist the schools in England and Ireland, which are endeavouring to add impetus to the teaching of Modern Languages within their schools and communities.

The concrete outcomes also have clear links to Literacy, Speaking and Listening, Art, Knowledge and Understanding of the World, and ICT. It is anticipated that the project will be used as part of a thematic approach to teaching the primary curriculum of each institution.

### 5.11 DISSEMINATION AND USE OF RESULTS

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

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

#### FamiliesRUS Website

The project website will be the main way in which results and experiences are disseminated throughout all of the communities listed above. It will show case the project and encourage interaction from people who visit the site.

#### FamiliesRUS Newspaper

This newspaper, produced termly as a multilateral task, will be distributed throughout the local and wider community to share the results and experiences of the project. The same newspaper will be read by thousands across Europe.

#### Family Day

The seven Family Day Celebrations will disseminate results of the project across the school. The event will also be open to the local community, thus providing an opportunity for the project to be shared with a wider audience.

#### European Family Exhibition

This final exhibition will be an accumulation of all of the work produced over the two years of the project. It will be publicised in the press and disseminate the results of the project to a wide audience. Many external agencies will be invited to take part in this final event including children's charities. Dignitaries will also be invited to participate. These will include: The Queen, The Prime Minister, The Minister of Education, The Birmingham Lord Mayor, Premier League Footballers from each of the partnership countries etc. This will generate considerable press interest and help to disseminate experiences throughout the wider community.

#### Local Secondary Schools

Opportunity will be given to local secondary schools to attend and participate in Family Day events. Older pupils may play a part in facilitating the use of New Technologies within the project.

#### University Links

Each of the 7 partnership schools will contact local universities and offer to present the experiences and results of the project to student teachers. This will increase the awareness of the Comenius Project within the wider lifelong learning community.



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

### 5.12 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> ) [Table E - Topics]
1	<b>17</b>
2	<b>27</b>
3	<b>50</b>

### 5.13 EDUCATIONAL FIELDS

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

Nr.	Field ( <i>maximum 3</i> ) [Table F – Educational fields]
1	<b>107</b>
2	<b>109</b>
3	<b>010i</b>

### ONLY FOR BILATERAL PARTNERSHIPS:

### (QUESTIONS 5.14 TO 5.16)

#### 5.14 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.)

#### 5.15 COOPERATION DURING CLASS EXCHANGES

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

--

### 5.16 TEACHING LANGUAGE

<b>Main teaching language in the coordinating institution</b> <a href="#">[Table B - Languages]</a>	
<b>Main teaching language in the partner institution</b> <a href="#">[Table B - Languages]</a>	

## 6. PROPOSED ACTIVITY DATA

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

#### Educational activities

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

Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks (e.g. Comenius Network conferences). Mobility can be undertaken by staff and pupils of the participating institutions and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility<sup>1</sup> (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

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

Approx. starting date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
Sept 09	Pre-Project Questionnaires (pupil assessment) Children's Comenius Committee Meetings (Video conference 'Introductions')		ALL

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

Lifelong Learning Programme

	'Welcome to the Project' - Corridor Displays Language Lab 1		
Oct 09	<b>FAMILY DAY 1 (and Project Meeting)</b> Start of the Family Trees Project	BELGIUM	ALL
Nov 09	Start of Pen pals scheme Video Diaries Part 1		ALL
Dec 09	<b>FAMILY DAY 2 (and Project Meeting)</b> (Family Trees Project End) <b>FamiliesRUS! Newspaper – Issue 1</b> Sending of Christmas/New Year Greetings	SPAIN	ALL
Jan 10	School Radio Podcast 1 Start of Family Recipes Project		ALL
Feb 10	Language Lab 2 Dialect Podcasts		ALL
Mar 10	<b>FAMILY DAY 3 (and Project Meeting)</b> (Family Recipes Project End)	GERMANY	ALL
Apr 10	<b>FamiliesRUS! Newspaper – Issue 2</b> Start of Family Holiday Brochure Project		ALL
May 10	School Radio Podcast 1 Language Lab 3		ALL
June 10	<b>FAMILY DAY 4 (and Project Meeting)</b> (Family Holiday Brochure Project End)	IRELAND	ALL
July 10	<b>FamiliesRUS! Newspaper – Issue 3</b>		ALL
Aug 10	Holiday		ALL
Sep 10	School Radio Podcast 3 Start of Famous Families Project		ALL
Oct 10	Language Lab 4	NORWAY	ALL
Nov 10	<b>FAMILY DAY 5 (and Project Meeting)</b> (End of Famous Families Project)		ALL
Dec 10	<b>FamiliesRUS! Newspaper – Issue 4</b> Sending of Christmas/New Year Greetings		ALL
Jan 11	School Radio Podcast 4 Language Lab 5		ALL
Feb 11	<b>FAMILY DAY 6 (and Project Meeting)</b>	TURKEY	ALL
Mar 11	Video Diaries Part 2		ALL
Apr 11	<b>FamiliesRUS! Newspaper – Issue 5</b>		ALL

May 11	Language Lab 6		ALL
Jun 11	Preparing for the European Family Fair (each school to compile work produced over the course of the project ready for the final exhibition. Children's letters to dignitaries inviting them to the Final Exhibition.		ALL
Jul 11	<b>FAMILY DAY 7 EUROPEAN FAMILY EXHIBITION (and Final Project Meeting)</b> <b>FamiliesRUS! Newspaper – Issue 6</b> Children's Comenius Committee Final Meeting (Video Conference) End of Project questionnaire assessment.	ENGLAND UK	ALL

Add rows if necessary

## 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
Forestdale Primary School	U.K.	250	36
Grund- Haupt und Fordershule Gerstetten	Germany	487	50
SB De Letter	Belgium	300	25
CEIP Ramon Faus I Esteve	Spain	455	45
St Brendans B.N.S	Ireland	195	33
Saavag School, Stord	Norway	160	28
Abdipasa Primary School	Turkey	455	60

Add rows if necessary

### 6.3 EXPECTED RESULTS, INCLUDING PRODUCTS IF RELEVANT

Nr	Approx. date	Description
1	09/09	Corridor displays: Improved investigation skills/personalised learning leading to an improved knowledge of Europe/European Family. Language Lab 1: The first 'Language Lab' audio clip will be uploaded by each school to the Project Website. Resulting in increased linguistic skills and motivation to learn another language.
2	10/09	<b>Family Day 1</b> – Children will be given opportunity to interact with representatives from other schools (mobility staff), thus increasing cultural understanding and social skills. Increased self esteem in pupils. Teachers professional development: Learning from visiting partner schools.
3	11/09	Video Diary 1 – Video diaries will be completed and uploaded to the Project Website. This will build confidence in all those who took part in the project. It will also increase the empathy of those who watch the clips.
4	12/09	<b>Family Day 2</b> – Children will be given opportunity to interact with representatives from other schools (mobility staff), thus increasing cultural understanding and social skills. Increased self esteem in pupils. Teachers professional development: Learning from visiting partner schools.  Family Trees Project: Each school will upload family trees to the Project Website providing every one with the opportunity to view the trees. Children will be asked to investigate whose family tree goes back the furthest. Outstanding examples of research/presentation will be compiled into a book for distribution.  <b>FamiliesRUS! Newspaper – Issue 1</b> – This first issue will focus on the European Year of Creativity and Innovation 2009. Each school will produce and article featuring examples of creativity and innovation from within their own school. To be distributed throughout all schools/communities. The newspaper will celebrate achievement in each school and develop children's self confidence and belief in their own abilities. Also, children's communication and literacy skills will be developed.
5	01/10	School Radio Podcast 1- The first school radio podcast will be uploaded to the website. The podcast will celebrate achievement in each school and

Lifelong Learning Programme

		develop children's self confidence and belief in their own abilities. Also, children's communication and literacy skills will be developed.
6	<b>02/10</b>	Language Lab 2/Dialect Podcast: The 'Language Lab' audio clip will be uploaded by each school to the Project Website. Resulting in increased linguistic skills and motivation to learn another language.
7	<b>03/10</b>	<b>Family Day 3</b> – Children will be given opportunity to interact with representatives from other schools (mobility staff), thus increasing cultural understanding and social skills. Increased self esteem in pupils. Teachers professional development: Learning from visiting partner schools  'Family Recipe Book' will be compiled. Children will produce meals and give personal opinions. Resulting in improved communication skills and self confidence in own opinion.
8	<b>04/10</b>	<b>FamiliesRUS! Newspaper – Issue 2</b> – to be distributed throughout all schools/communities. The newspaper will celebrate achievement in each school and develop children's self confidence and belief in their own abilities. Also, children's communication and literacy skills will be developed.
9	<b>05/10</b>	School Radio Podcast 2- The first school radio podcast will be uploaded to the website. The podcast will celebrate achievement in each school and develop children's self confidence and belief in their own abilities. Also, children's communication and literacy skills will be developed.  Language Lab 2/Dialect Podcast: The 'Language Lab' audio clip will be uploaded by each school to the Project Website. Resulting in increased linguistic skills and motivation to learn another language.
10	<b>06/10</b>	<b>Family Day 4</b> – Children will be given opportunity to interact with representatives from other schools (mobility staff), thus increasing cultural understanding and social skills. Increased self esteem in pupils. Teachers professional development: Learning from visiting partner schools.  Family Holiday Brochure will be produced and distributed throughout participating schools. This Project will result in pride in past experience (wherever the Holiday destination may have been) and building of confidence in sharing experiences with others.

Lifelong Learning Programme

11	<b>07/10</b>	<b>FamiliesRUS! Newspaper – Issue 3</b> – to be distributed throughout all schools/communities. The newspaper will celebrate achievement in each school and develop children’s self confidence and belief in their own abilities. Development of children’s communication and literacy skills.
12	<b>09/10</b>	School Radio Podcast 3- The first school radio podcast will be uploaded to the website. The podcast will celebrate achievement in each school and develop children’s self confidence and belief in their own abilities. Also, children’s communication and literacy skills will be developed.
13	<b>10/10</b>	Language Lab 4: The fourth ‘Language Lab’ audio clip will be uploaded by each school to the Project Website. Resulting in increased linguistic skills and motivation to learn another language
14	<b>11/10</b>	<b>Family Day 5</b> – Children will be given opportunity to interact with representatives from other schools (mobility staff), thus increasing cultural understanding and social skills. Increased self esteem in pupils. Teachers professional development: Learning from visiting partner schools.  FamiliesRUS European Celebrity Family Magazine will be distributed throughout the partnership schools.
15	<b>12/10</b>	<b>FamiliesRUS! Newspaper – Issue 4</b> – to be distributed throughout all schools/communities. The newspaper will celebrate achievement in each school and develop children’s self confidence and belief in their own abilities. Also, children’s communication and literacy skills will be developed.
16	<b>01/11</b>	School Radio Podcast 4- The first school radio podcast will be uploaded to the website. The podcast will celebrate achievement in each school and develop children’s self confidence and belief in their own abilities. Also, children’s communication and literacy skills will be developed.  Language Lab 5: The fifth ‘Language Lab’ audio clip will be uploaded by each school to the Project Website. Resulting in increased linguistic skills and motivation to learn another language.
17	<b>02/11</b>	<b>Family Day 6</b> – Children will be given opportunity to interact with representatives from other schools (mobility staff), thus increasing cultural understanding and social skills. Increased self esteem in pupils.

		Teachers professional development: Learning from visiting partner schools.
18	<b>03/11</b>	Video Diary 2 – Video diaries will be completed and uploaded to the Project Website. This will build confidence in all those who took part in the project. It will also increase the empathy of those who watch the clips.
19	<b>04/11</b>	<b>FamiliesRUS! Newspaper – Issue 5</b> – to be distributed throughout all schools/communities. The newspaper will celebrate achievement in each school and develop children’s self confidence and belief in their own abilities. Also, children’s communication and literacy skills will be developed.
20	<b>05/11</b>	Language Lab 6: The fifth ‘Language Lab’ audio clip will be uploaded by each school to the Project Website. Resulting in increased linguistic skills and motivation to learn another language.
21	<b>06/11</b>	
22	<b>07/11</b>	<p><b>FamiliesRUS EXHIBITION</b> – A grand and highly publicised event which will give a huge boost to the confidence of all involved with the Project. Children will be given opportunity to interact with representatives from other schools (mobility staff) as well as invited dignitaries, thus increasing cultural understanding and social skills. Increased self esteem in pupils. Teachers professional development: Learning from visiting partner schools.</p> <p><b>FamiliesRUS! Newspaper – Issue 6</b> – to be distributed throughout all schools/communities. The final issue of the newspaper will celebrate achievement over the whole project and act as a case study to show what can be achieved with the support of the European Union. It will be published to a high quality and be distributed as a momento to all involved in the project. It will develop children’s self confidence and belief in their own abilities.</p>

**Add rows if necessary**

**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 <sup>1</sup>	Age range of pupils
1	mm/yy						
2	mm/yy						

---

<sup>1</sup> Including accompanying persons

## 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 [Table G – mobility action types]	Nr of planned out going mobilities (pupils)	Nr of planned out going mobilities (staff <sup>1</sup> )	Total nr of outgoing mobilities	Grant amount requested (€) [Table H – National lumpsum amounts]
Forestdale Primary School	U.K.	COM-12M		12	12	17,000
Grund- Haupt und Fordershule Gerstetten	Germany	COM-12M		12	12	16,000
St Brendans B.N.S	Ireland	COM-12M		12	12	16,000
S B De Letter	Belgium	COM-12M		12	12	15,000
CEIP Ramon Faus I Esteve	Spain	COM-12M		12	12	14,000
Abdipasa Primary School	Turkey	COM-12M		12	12	13,000
Saavag School, Stord	Norway	COM-12M		12	12	16,000

<sup>1</sup> Including accompanying persons



Education and Culture DG

Lifelong Learning Programme

**Add rows if necessary**

**COMENIUS  
PARTNERSHIPS**

## Annex to 2008 Comenius Partnership Application Form – LLP reference tables

The tables below should be used when filling the 2009 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



Education and Culture DG

Lifelong Learning Programme

**B. Languages**

Please note that Icelandic, Norwegian and Turkish are only applicable to question 5.16 (Teaching languages).

BG - Bulgarian
CS - Czech
DA - Danish
DE - German
EN - English
ET - Estonian
FI - Finnish
FR - French
IS - Icelandic
GA - Irish
EL - Greek
HU - Hungarian
IT - Italian
LV - Latvian
LT - Lithuanian
MT - Maltese
NO - Norwegian
NL - Dutch
PL - Polish
PT - Portuguese
RO - Romanian
SK - Slovak
SL - Slovenian
ES - Spanish
SV - Swedish
TR - Turkish

**C. Type of organisation**

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

**D. Geographical Scope**

L - Local
R - Regional
N - National
E - European
I - International

## E. Topic

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

Topic-1 Active citizenship
Topic-2 Addressing target groups with special needs
Topic-3 Artistic education
Topic-5 Basic skills
Topic-7 Combating failure in education
Topic-8 Comparing educational systems
Topic-9 Consumer education
Topic-10 Cultural heritage
Topic-12 Education of specific target groups: (occupational travellers, migrants, travellers, gypsies)
Topic-15 Environment / sustainable development
Topic-16 Ethics, religions, philosophy
Topic-17 European citizenship and European dimension
Topic-20 Fight against racism and xenophobia
Topic-21 Foreign language teaching and learning
Topic-22 Gender issues, equal opportunities
Topic-23 Career guidance & counselling
Topic-24 Health education
Topic-25 New technologies, ICT
Topic-26 Inclusive approaches
Topic-27 Intercultural education
Topic-29 Learning about European countries
Topic-31 Physical education and sport
Topic-34 Methods to increase pupil motivation
Topic-36 Pedagogy and didactics
Topic-37 History and social science
Topic-39 Media and communication
Topic-41 Mathematics
Topic-42 Natural sciences
Topic-47 Quality and evaluation of education
Topic-49 Raising pupil achievement
Topic-50 Regional identity
Topic-52 School management, school autonomy
Topic-60 Violence in school - peace education
Topic-64 Economics, business, industry and commerce
Topic-65 Geography
Topic-69 Reinforcing links between education and working life
Topic-35 Other



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

#### F. Educational fields

0103 - Arts and Crafts
0104 - Music
0105 - History
0106 - Religion/Ethics
0107 - Civics
0108 - Mother Tongue
0109 - Foreign Language
010a - Mathematics
010b - Physics
010c - Chemistry
010d - Biology
010e - Geography
010f - Environmental Education
010g - Health Education
010h - Sports
010i - New Technologies
010j - Economy and Business
010k - Vocational subjects
010l - Other basic programmes

#### G. Mobility action types

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

Lifelong Learning Programme

**H. National lumpsum amounts**

**COMENIUS PARTNERSHIPS 2009 : 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	11.000	16.000	20.000	16.000	20.000
BE(nl) – België	7.000	11.000	15.000	20.000	15.000	20.000
BE(de) – Belgien	9.000	13.500	18.000	22.500	18.000	22.500
BG- Bulgarija	5.000	8.000	11.000	20.000	11.000	20.000
CZ – Česká republika	6.000	10.000	14.000	17.000	14.000	17.000
DK – Danmark	6.000	9.500	12.500	22.000	12.500	22.000
DE – Deutschland	8.000	12.000	16.000	20.000	16.000	20.000
GR – Ellas	6.000	9.000	13.000	21.000	13.000	21.000
EE – Eesti	6.000	10.000	14.000	25.000	14.000	25.000
ES- España	8.000	11.000	14.000	20.000	14.000	20.000
FR – France	9.000	14.000	18.000	25.000	18.000	25.000
IE – Eire / Ireland	8.000	12.000	16.000	22.000	16.000	22.000
IT – Italia	6.000	10.000	14.000	20.000	14.000	20.000
CY – Kypros	5.000	10.000	14.000	20.000	14.000	20.000
LV – Latvija	6.000	10.000	14.000	21.000	14.000	21.000
LT - Lietuva	6.000	10.000	13.000	21.000	13.000	21.000
LUX – Luxembourg	8.000	12.000	16.000	22.500	16.000	22.500
HU – Magyarország	5.000	9.000	12.000	18.000	12.000	18.000
MT – Malta	9.000	14.000	18.000	25.000	18.000	25.000
NL – Nederland	9.000	13.500	18.000	25.000	18.000	25.000
AT – Österreich	6.000	10.000	14.000	20.000	14.000	20.000
PL – Polska	8.000	12.000	15.000	24.000	15.000	24.000
PT – Portugal	8.000	12.000	16.000	22.000	16.000	22.000
RO – Romania	7.000	12.000	15.000	24.000	15.000	24.000
SI – Slovenia	6.500	10.000	13.000	20.000	13.000	20.000
SK – Slovenská republika	10.000	14.000	18.000	25.000	18.000	25.000
FIN – Suomi / Finland	6.000	10.000	14.000	20.000	14.000	20.000
SE – Sverige	6.000	10.000	14.000	20.000	14.000	20.000
UK- United Kingdom	9.000	14.000	17.000	22.000	17.000	22.000
IS – Island	7.500	12.000	15.000	20.000	15.000	20.000
LI – Liechtenstein	10.000	15.000	20.000	25.000	20.000	25.000
NO – Norge	7.000	12.000	16.000	22.000	16.000	22.000
TR – Türkiye	6.000	9.500	13.000	23.000	13.000	23.000



Lifelong Learning Programme

**Table I: Region Codes** (NUTS Codes)

(Nomenclature of Territorial Units for Statistics) is a geographic code list used by the EC for standardising regional authorities/areas. There are four Nuts levels (including the country code):

Region Codes (NUTS Codes)	AREA	Region	UK Region
UKC1	Tees Valley & Durham	North East	England
UKC2	Northumberland and Tyne & Wear	North East	England
UKD1	Cumbria	North West	England
UKD2	Cheshire	North West	England
UKD3	Greater Manchester	North West	England
UKD4	Lancashire	North West	England
UKD5	Merseyside	North West	England
UKE1	East Riding & North Lincolnshire	Yorkshire & The Humber	England
UKE2	North Yorkshire	Yorkshire & The Humber	England
UKE3	South Yorkshire	Yorkshire & The Humber	England
UKE4	West Yorkshire	Yorkshire & The Humber	England
UKF1	Derbyshire & Nottinghamshire	East Midlands	England
UKF2	Leicestershire, Rutland & Northants	East Midlands	England
UKF3	Lincolnshire	East Midlands	England
UKG1	Herefordshire, Worcestershire & Warks	West Midlands	England
UKG2	Shropshire & Staffordshire	West Midlands	England
UKG3	West Midlands	West Midlands	England
UKH1	East Anglia	Eastern	England
UKH2	Bedfordshire, Hertfordshire	Eastern	England
UKH3	Essex	Eastern	England
UKI1	Inner London	London	England
UKI2	Outer London	London	England
UKJ1	Berkshire, Bucks & Oxfordshire	South East	England
UKJ2	Surrey, East & West Sussex	South East	England
UKJ3	Hampshire & Isle Wight	South East	England
UKJ4	Kent	South East	England
UKK1	Gloucestershire, Wiltshire & North Somerset	South West	England
UKK2	Dorset & Somerset	South West	England
UKK3	Cornwall & Isles of Scilly	South West	England
UKK4	Devon	South West	England
UKL1	West Wales & The Valleys	Wales	Wales
UKL2	East Wales	Wales	Wales
UKM1	North Eastern Scotland	Scotland	Scotland
UKM2	Eastern Scotland	Scotland	Scotland
UKM3	South Western Scotland	Scotland	Scotland
UKM4	Highlands & Islands	Scotland	Scotland
UKN	Northern Ireland	Northern Ireland	Northern Ireland
UKZZ	Other British territorial areas/islands	Other	Other
EO21	Gibraltar	Other	Other

**Table J: SCHOOL / COLLEGE IDENTIFICATION CODES**



Education and Culture DG

Lifelong Learning Programme

COMENIUS  
PARTNERSHIPS

Please insert your institution's identification code in the place required on the application form. The table below provides a guide to how the codes are made up across the UK countries and for different types of institution.

<b>SCHOOLS</b>			
<b>Country</b>	<b>Codes</b>	<b>Format</b>	<b>Requirements</b>
England & Wales	LA / LEA code	3 digits	Please provide the full 7 digits
	School number	4 digits	
Scotland	SEED code	7 digits	Please provide this number
	LA code	3 digits	Do not provide this number
Northern Ireland	State-funded schools	7 digits	Please provide this number
	Independent schools.	2 letters plus 2 digits	Please provide this code
<b>FURTHER EDUCATION COLLEGES</b>			
<b>Country</b>	<b>Codes</b>	<b>Format</b>	<b>Requirements</b>
England	College number	6 digits	Please provide this number
Wales	College number	8 digits	Please provide this number
Scotland	College number	7 digits	Please provide this number
Northern Ireland	N/A	N/A	FE Colleges in Northern Ireland do not have unique identification codes.