## Application

| Programme | Erasmus+ |
|---|---|
| Action Type | KA122-SCH - Short-term projects for mobility of learners and staff in school education (KA122-SCH) |
| Call | 2025 |
| Round | Round 1 |

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## Context

**Welcome to the application form for Short-term projects for mobility of learners and staff in school education (KA122-SCH)**

Please verify that your organisation is eligible for the field you have chosen. If you are not certain which field you can apply for, you should contact your National Agency for advice.

| Field of application | School Education |
|---|---|
| Project title | EUMobility for All |

| Project start date (dd/mm/yyyy) | Project duration | Project end date (dd/mm/yyyy) | National Agency of the applicant organisation | Language used to fill in the form |
|---|---|---|---|---|
| 15/11/2025 | 18 | 14/05/2027 | IT02 - Agenzia Nazionale Erasmus+ - INDIRE | English |

You can find the contact information of all National Agencies at the following webpage: List of Erasmus+ National Agencies.

**Rules on number of participations:** according to the Erasmus+ Programme Guide, within a period of any five consecutive call years, an organisation can receive a maximum of three grants for short-term projects in the same field (adult education, school education, or vocational education and training). Grants received in the 2014-2020 period do not count towards this limit.

If you would like to participate in Erasmus+ each year, please consider applying for an accreditation.

## Project Summary

Please provide short answers to the following questions to summarise the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the summary you provided will be made public by the European Commission and the National Agencies.

### i. Background: Why did you apply for this project?

Our school, located in Calabria, faces geographical isolation and the need for internationalization. After the long COVID-19 pause, resuming mobility is essential to develop language skills, digital competence, and intercultural awareness. This project strengthens European cooperation with France, Germany, and Portugal, fostering critical thinking, sustainability, and active citizenship. It aims to broaden students' horizons, enhance their adaptability, and integrate European values.

### ii. Objectives: What do you want to achieve by implementing the project?

Our project aims to enhance internationalization, overcoming Calabria's geographical isolation and the post-COVID mobility gap. Through exchanges in France, Germany, and Portugal, students and teachers will develop multilingual skills, intercultural awareness, and digital competencies. We promote sustainability in education and foster European citizenship by engaging students in collaborative activities. By integrating these experiences into our curriculum, we broaden perspectives.

### iii. Results: What results do you expect your project to have?

Our project fosters intercultural competence, adaptability, and European identity by connecting our school's tradition with global perspectives. Through mobility in France, Germany, and Portugal, students, teachers, and staff will explore not only cultures but also European educational and institutional practices. Digital tools and sustainability will be integrated into learning. Strengthening European partnerships ensures long-term impact, fostering inclusion, innovation, and cooperation.

## Applicant organisation

| OID | Legal name | Country | Region | City | Website |
|-----|-----------|---------|--------|------|---------|
| E10162198 | Liceo Classico Bernardino Telesio | Italy | Calabria | Cosenza | www.liceotelesiocosenza.gov.it |

| OID | Legal name | Country | Region | City | Website |
|-----|-----------|---------|--------|------|---------|

## Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: Organisation Registration System

If you do not have OID number, you can create one here: Register New Organisation

### Applicant - Liceo Classico Bernardino Telesio (E10162198 - IT)

| Organisation ID | Legal name | Country |
|---|---|---|
| E10162198 | Liceo Classico Bernardino Telesio | Italy |

**Applicant Organisation details : Liceo Classico Bernardino Telesio**

| | |
|---|---|
| Legal name | Liceo Classico Bernardino Telesio |
| Country | Italy |
| Region | Calabria |
| City | Cosenza |
| Website | www.liceotelesiocosenza.gov.it |

My organisation plans to work with other supporting organisations that are not going to host our participants, but are going to help with the implementation of activities.

No

A supporting organisation is an organisation assisting your organisation in practical aspects of project implementation that do not concern core project tasks (as defined in the Erasmus quality standards ). Please note that hosting organisations that provide learning content and mentoring to your participants are not considered supporting organisations, unless they are at the same time supporting you in your other project management activities.

If you plan to work with a supporting organisation, you must declare it here. If you want to add a supporting organisation to your project later on during implementation, you will have to request a formal amendment of your grant agreement.

## Background

In this section you should answer the question: "Who are you as an organisation?"

If you are applying on behalf of a larger organisation with multiple departments or sections, it is important that you clearly describe the structure of the entire organisation and explain which parts of the organisation are working in the field covered by this application. The field of the application is stated in the section 'Context'. It can be adult education, vocational education and training, or school education.

The following information is completed based on the information linked to your organisation identification number (OID):

| Is the organisation a public body? | Is the organisation a non-profit? |
|---|---|
| Yes | Yes |

Please choose the organisation type that best describes your organisation.

| Type of organisation | School/Institute/Educational centre – General education (secondary level) |
|---|---|

Please briefly present your organisation.

i. What are your organisation's main activities? What kind of learning programmes is your organisation offering? If your organisation is providing more than one educational programme, please specify which of those programmes belong to the field of this application.

Liceo Telesio, founded in 1861, is a leading humanistic high school that integrates classical studies with scientific and technological innovation. It offers a rigorous curriculum in literature, philosophy, history, Latin, Greek, art, and English, combined with mathematics, physics, and science. Specialized pathways include a biomedical track, Liceo Europeo and a Cambridge IGCSE program.
With a strong international focus, Liceo Telesio is committed to educational innovation through digital tools, interdisciplinary teaching, and active learning. Although its last Erasmus+ participation was pre-pandemic, the school is relaunching its European education strategy and project planning skills . Through this project, it aims to reactivate mobility opportunities for students and teachers, strengthening international cooperation. Additionally, Liceo Telesio, ready to host student teachers , is involved in the EUPeace program, fostering intercultural dialogue and active European citizenship.

ii. Please describe the learners attending learning programmes at your organisation. What are their profiles and age groups? In particular, please mention if you are regularly working with participants with fewer opportunities, and how?

The Liceo Classico Statale "B. Telesio" serves students aged 14 to 19, offering a curriculum that combines humanities, sciences, and digital literacy. The school has a relevant high-achieving student body with strong analytical and critical thinking skills, many of whom pursue higher education at prestigious universities. However, alongside this group, there is a less visible segment of students facing socio-economic barriers, who rarely participate in self-funded mobility opportunities due to financial constraints.
We also work with students with Special Educational Needs (SEN) and Specific Learning Disorders (SLD), including dyslexia, dyscalculia, and ADHD, providing individualized learning plans (PDPs), assistive technologies, and tailored teaching strategies to ensure full inclusion.
Being located in Calabria, an economically disadvantaged and geographically isolated region, our school actively fights educational inequalities by promoting Erasmus+ mobility as a means to offer international learning experiences also to students who would otherwise not have access to them.
Through Erasmus+, we aim to reduce disparities, promote multilingualism, strengthen digital innovation, and develop European citizenship, aligning with the programme's priorities of inclusion, equity, and internationalization.

iii. How many years of experience does your organisation have implementing these learning programmes?

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What is the size of your organisation in terms of number of learners and staff? If your organisation is working in more than one field of education and training, please only include learners and staff in the field of this application.

| Number of learners | 925 |
|---|---|
| Number of teaching staff | 90 |
| Number of non-teaching staff | 31 |

## Past Participation

| | As Applicant | | As Partner or Consortium Member | |
|---|---|---|---|---|
| Action Type | Number of project applications | Number of granted projects | Number of project applications | Number of granted projects |
| School education staff mobility (KA101) | 2 | 0 | 0 | 0 |

| | |
|---|---|
| Newcomer organisation | Yes |
| Less experienced organisation | Yes |
| First time applicant | Yes |

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Liceo Telesio carried out two Erasmus+ projects in 2017/18 and 2018/19, fostering intercultural exchange, digital innovation, and inclusive education. Despite the interruption caused by the COVID-19 pandemic, the school is now relaunching its European and international dimension, actively seeking new Erasmus+ opportunities to enhance mobility for students and teachers.

Our long-standing commitment to internationalization dates back to the 1980s with the Liceo Classico Europeo, which introduced a multilingual and globally oriented curriculum. From 2004 to 2012, we took part in Comenius and Leonardo projects under the Socrates Programme, strengthening European partnerships and promoting innovative teaching methodologies.

Currently, we remain engaged in eTwinning and online collaborations, fostering linguistic and digital skills while reinforcing European values. The school's renewed Erasmus+ participation is a key step in bridging socio-economic and geographical barriers, ensuring equal access to high-quality international learning experiences.

Liceo Telesio aims to empower students with global competencies, intercultural awareness, and digital literacy, preparing them for higher education and the challenges of a rapidly evolving world. Our vision aligns with European Education Area priorities, reaffirming our role as a center for educational innovation and cooperation.

## Project objectives

What are the most important needs and challenges your organisation is currently facing? How can an Erasmus+ mobility project help improve your organisation for the benefit of all of its learners? Please illustrate your answers with concrete examples.

At Liceo Telesio, we believe that education should extend far beyond the classroom, equipping students, teachers, and non-teaching staff with the skills, knowledge, and international experiences necessary to thrive in today's interconnected world. As a school located in Calabria—an economically disadvantaged and geographically isolated region—we face significant challenges in providing equal access to intercultural education and international opportunities. Erasmus+ mobility projects offer us a powerful means to overcome these obstacles, modernize our educational practices, and ensure that every member of our community benefits from European collaboration.
Bridging the language and intercultural gap:
One of our primary challenges is that many of our students have limited exposure to international environments. This restricted exposure curbs their language proficiency, intercultural awareness, and confidence in interacting with peers from diverse backgrounds. Through immersive mobility experiences in countries such as France, Germany, and Portugal, our students will engage with international peers, practice foreign languages in authentic contexts, and immerse themselves in varied cultural settings. This direct engagement will not only enhance their language skills but also foster a sense of global citizenship essential for future academic and professional endeavors.
Modernizing Teaching and Learning Methods:
Our educators and non-teaching staff are key drivers of our school's progress. Although we have made strides in digital innovation and interdisciplinary learning, there remains a pressing need to expand their expertise in contemporary teaching methodologies. Through Erasmus+ mobility projects, our teachers and support staff will participate in job-shadowing activities to observe best practices and enhance their skills. Teachers will discover innovative didactic strategies that go beyond traditional student-centered methods, exploring approaches such as co-teaching, flipped classrooms, inquiry-based learning, and collaborative learning models. These methods, integrated with digital tools and sustainable practices, will enrich their pedagogical repertoire and promote dynamic, forward-thinking education.
Boosting Student Motivation and Future Prospects:
International mobility offers our learners—especially those from disadvantaged backgrounds—a transformative opportunity to broaden their horizons. Experiencing diverse educational systems and engaging with students from various cultures will ignite their ambition and inspire them to set higher personal and academic goals. Exposure to best practices abroad will boost their self-confidence, paving the way for improved performance and opening doors to new career and study opportunities. This enhanced motivation is vital for preparing them to meet global challenges with resilience and creativity.
Ensuring Equity and Inclusion:
Equity and inclusion are central to our mission. We are committed to ensuring that every student, regardless of socioeconomic background, benefits from international education. Erasmus+ mobility projects enable us to prioritize those with fewer opportunities by providing tailored support to overcome financial and social barriers. This inclusive approach will foster a more cohesive, culturally diverse school community, where every learner can contribute to and benefit from shared educational experiences, ultimately strengthening our collective identity.
Aligning with European Educational Goals:
Our project fully aligns with the objectives of the European Education Area by promoting multilingualism, digital transformation, inclusion, and sustainability. By forging strong partnerships with schools and institutions across Europe, we will exchange best practices and innovative methodologies that support lifelong learning, professional growth, and active European citizenship.

Please define the objectives your organisation wants to achieve by implementing this Key Action 1 mobility project. Your objectives should be concrete, realistic, and should represent a real benefit for your organisation and its learners.

**List of objectives**
Number of objectives : 2

## Objective 1

**Title**
What do you want to achieve?

Expanding Horizons: Multilingualism and Internationalization for All Enhancing multilingual skills and intercultural awareness through Erasmus+ mobility, fostering global citizenship and inclusion.

**Explanation**
Which needs and challenges described in the previous question are addressed by this objective, and how?

Our school faces geographical and economic challenges that limit students' access to international experiences and language learning. This objective aims to develop multilingual skills and intercultural competence by engaging students and teachers in immersive language learning, cultural exchanges, and innovative teaching practices. Through Erasmus+ mobility, participants will enhance their communication abilities, explore European cultural heritage, compare school systems and foster a deeper appreciation of shared traditions and global citizenship. By integrating inclusive methodologies, we ensure that all students, including those with fewer opportunities, benefit from these experiences.

**Measuring success**
How are you going to evaluate if the objective has been reached?

We will proceed this way with all different participants' profiles:
1. Pre-Mobility:Surveys (confidence/skills).Google Forms/SurveyMonkey: to create customized surveys for measuring confidence and skill levels before the program starts. Learning Agreements to define measurable goals for students (intercultural), teachers (methods), staff (organization). Padlet: This tool can be used for collaborative goal-setting where participants can post their individual or group learning agreements.
2. During Mobility: Students: diaries, reports, articles,presentations, photos and films. Teachers/staff: observe host practices. Structured feedback to collects insights. Reports.
3. Post-Mobility: Surveys (to monitor change) Survey Monkey/Google forms. Students: presentations ( Canva, PPT Prezi). Teachers/staff: report on job shadow impact . Europass Mobility documents skills. Six-month follow-up with questionnaires.

## Objective 2

**Title**
What do you want to achieve?

Critical Thinking and Global Awareness Enhance critical thinking & global awareness among students, teachers & staff through structured mobility, fostering intercultural skills & innovative practice

**Explanation**
Which needs and challenges described in the previous question are addressed by this objective, and how?

The objective directly tackles critical thinking and global competency deficits, equipping participants for our interconnected world. Structured mobility cultivates intercultural understanding, combating polarization by exposing individuals to diverse perspectives and fostering empathy. This enhances awareness of pressing global issues - sustainability, responsible global citizenship, ethical action - creating an informed community prepared to shape policy and act ethically. The project emphasizes objective analysis, reasoned debate, and respect for diverse cultures. It fosters responsibility towards challenges like climate change and inequality, empowering active global citizens to contribute to a more just, sustainable, and peaceful world. It goes beyond knowledge to foster skills for effective action, promoting positive change in participants and their communities, creating a generation equipped to address global challenges effectively.

**Measuring success**
How are you going to evaluate if the objective has been reached?

We will proceed this way with all different participants' profiles
1. Pre-Mobility: Using surveys or questionnaires to measure participants' current understanding of critical thinking, global awareness, and intercultural skills. Tools: Google Forms, SurveyMonkey
Orientation Sessions: Prepare participants through workshops or online sessions to introduce the importance of intercultural skills and innovative practices.Tools: Zoom, Microsoft Teams
2. During Mobility: Keeping Diaries: Encourage participants to document their experiences, challenges, and lessons learned related to intercultural engagement and critical thinking.Tools: Google Docs and or other tools as Padlet.
3.Post-Mobility: Evaluation Surveys: Conduct surveys or interviews to assess how the mobility experience has impacted critical thinking, global awareness, and intercultural skills.Tools: Google Forms, SurveyMonkey.

What topics are you going to work on in your project?

New learning and teaching methods and approaches

Cultural heritage

European identity, citizenship and values

## Activities

Please choose the types of activities you would like to implement in your project and complete the details for the activities you have chosen, please open each type of activities from the table below by clicking on their name.

In this table and in the specific summary tables below you can see the overview of the information you have provided.

Before completing this table, make absolutely sure that you are familiar with descriptions and rules of each activity type as presented in the Erasmus+ Programme Guide. It is best to complete the table with the Programme Guide open.

| Activity type | Number of participants | Total duration for participants (in days) | Number of accompanying persons | Total duration for accompanying persons (in days) | Total Grant (EUR) |
|---|---|---|---|---|---|
| Short-term learning mobility of pupils | 20 | 30 | 4 | 30 | 35 728,00 |
| Job-shadowing | 6 | 15 | 0 | 0 | 13 732,00 |
| **Total** | **26** | **45** | **4** | **30** | **49 460,00** |

## Short-term learning mobility of pupils

In this part of the application form, you need to create a list of participants and groups of participants that you plan to involve in Short-term learning mobility of pupils . These details will serve to assess your proposal and to calculate the needed budget.

The proposed planning should give a realistic representation of what you intend to implement. Of course, all plans must evolve. During implementation you will be allowed to change details such as destinations, the number of participants and duration of activities, as long as you continue working towards the same objectives.

The purpose of this section is to calculate the budget needed to implement your planned activities. You can use the button below to read the detailed funding rules and better understand the calculations below. The section introduces an important new concept: 'Mobility flow'. A mobility flow is a participant or a group of participants going to the same destination for the same duration of time and with same arrangements. If some participants going to the same destination need to have different arrangements (for example, different travel distance or mode of travel, different duration, Blended mobility activities, etc.) then you should split that mobility flow into two or more separate ones to be able to specify the differences. It is allowed to have more than one flow going to the same destination.

The information that you provide in this table will be automatically copied in the budget details. You can come back to this table at any point in case you want to change the data or separate a mobility flow into two.

| Mobility flow ID | Destination country | Number of participants | Duration (in days) | Number of accompanying persons | Duration for accompanying persons (in days) |
|---|---|---|---|---|---|
| SHORT-01 | France | 12 | 10 | 2 | 10 |
| SHORT-02 | Germany | 4 | 10 | 1 | 10 |
| SHORT-03 | Portugal | 4 | 10 | 1 | 10 |
| **Total** | | **20** | **30** | **4** | **30** |

| Mobility flow ID | Destination country | Number of participants | Participants with fewer opportunities | Blended mobility | Sustainable means of transport (green travel) |
|---|---|---|---|---|---|
| SHORT-01 | France | 12 | 0 | ☐ | ☐ |
| SHORT-02 | Germany | 4 | 0 | ☐ | ☐ |
| SHORT-03 | Portugal | 4 | 0 | ☐ | ☐ |
| **Total** | | **20** | **0** | | |

## Description (Short-term learning mobility of pupils)

**Finding partner organisations for your mobility activities**
Erasmus+ provides various tools and opportunities to find partners for your mobility activities:

- **European School Education Platform (ESEP)** offers an online partner-finding tool for VET and school education organisations. You can register your organisation on the platform in order to post partner-finding announcements and search through announcements made by other organisations: https://school-education.ec.europa.eu/en/networking/partner-finding
- **Training and Cooperation Activities** are regularly organised by Erasmus+ National Agencies. They include contact seminars, online events, and other partner-finding opportunities for Erasmus+ applicants and beneficiaries. Information about TCAs is available on relevant National Agency websites and the SALTO Education & Training TCA Resource Centre website: https://salto-et.net/
- **The Erasmus+ Project Results Platform** allows you to search for all accredited organisations and approved projects: https://erasmus-plus.ec.europa.eu/projects

Please describe your plans for Short-term learning mobility of pupils. If you plan to organise more than one activity of this type, your answers should cover all of the planned activities.

Please describe the planned content and profiles of participants in Short-term learning mobility of pupils.

The Short-term Learning Mobility of Pupils aims to foster intercultural awareness, multilingual skills, digital literacy, and engagement with European cultural heritage. Participants will enhance their academic and social competencies through structured learning activities in diverse educational contexts:
France (12 students, 2 teachers, 10 days): Focus on Common Cultural Heritage, Art, and Environmental Awareness. Students will explore sustainable cultural heritage preservation through museum visits, artistic workshops, and environmental initiatives. They will engage in discussions on how digital tools can be used to document and promote cultural heritage, comparing different approaches.
Germany (4 students, 1 teacher, 10 days): Emphasis on Classical Studies (Latin, Greek, History, Philosophy) and Digital Education. Participants will compare traditional humanistic curricula with modern teaching methodologies, including the integration of digital tools in the humanities. They will also explore the role of philosophy in contemporary education and ethical debates on technology and society.
Portugal (4 students, 1 teacher, 10 days): Exposure to Technical and Vocational Education, STEM, and Sustainability. Students will engage in hands-on activities related to science, technology, and sustainable development, discovering innovative learning approaches in a different educational system. They will visit eco-friendly schools and observe how digital tools enhance STEM education.
Participation in Local School Activities
Participants will be actively involved in local school life, attending lessons, interacting with peers, and learning about different teaching styles. Activities will include:
Experiencing different educational methods, observing how subjects are taught and assessed.
Workshops on intercultural communication and European citizenship, addressing key issues such as multilingualism, democracy, and active citizenship.
Visits to cultural and historical sites, reflecting on their significance for European identity.
Project-Based Learning
Collaborative projects with local students on topics such as sustainability, digital history, and European values.
Hands-on activities integrating STEM, arts, and humanities, demonstrating how different disciplines interconnect.
Use of digital tools to create interactive presentations and digital archives.
Language and Communication Development
To ensure meaningful exchanges, participants will enhance their communication skills through:
Language immersion sessions to improve English (as lingua franca) and basic French, Portuguese, and German skills.
Role-playing and public speaking exercises to boost confidence, teamwork, and presentation skills.
Collaborative storytelling and creative writing workshops, encouraging students to express their ideas in multiple languages.

Please briefly describe the expected learning outcomes: what are the participants going to learn as a result of Short-term learning mobility of pupils.

Learning outcomes of mobility activities must be recognised after the activity, as defined in the Erasmus quality standards . You can use Europass Mobility as a standardised recognition document, or you can apply a different instrument for the same purpose.

Students will develop intercultural awareness by experiencing different educational systems and comparing teaching methods. They will enhance digital, scientific, and historical skills through hands-on projects, integrating technology and research. Participants will observe sustainability practices, fostering eco-consciousness and critical thinking. They will improve English proficiency and gain basic communication skills in French, German, and Portuguese. Through collaborative projects and problem-solving activities, they will strengthen teamwork, adaptability, and leadership in an international context.

Learning outcomes will be recognized through the Europass Mobility Document, self-assessment questionnaires, reflective journals, and certificates of participation issued by host schools.

After the activities have taken place, how are you going to evaluate the learning outcomes of Short-term learning mobility of pupils.

The evaluation of learning outcomes will combine qualitative and quantitative methods. Students will complete self-assessment questionnaires and reflective journals to track personal growth in cultural awareness, adaptability, and language skills. Digital tools such as Padlet and Google Forms will collect feedback from participants and teachers. Peer discussions and presentations will assess critical thinking and engagement with project themes. Europass Mobility will formally recognize achievements, ensuring the integration of acquired skills into students' academic paths.

To which project objectives will Short-term learning mobility of pupils contribute?

Objective 2 : Critical Thinking and Global Awareness Enhance critical thinking & global awareness among students, teachers & staff through structured mobility, fostering intercultural skills & innovative practice

How did you find or how are you going to find hosting organisations for Short-term learning mobility of pupils?

What profile of organisations are you looking for to host these activities?

We have built partnerships with hosting schools through previous collaborations. In France, we participated in an Erasmus project five years ago, establishing a strong connection. In Germany, we developed links through EUPeace, sharing a deep-rooted humanistic tradition, as both schools date back to the 1500s and emphasize Latin, Greek, and philosophy. In Portugal, we collaborate on an eTwinning project focusing on eco-cultural themes and sustainability in schools.

We found academically strong institutions that align with the Erasmus+ priorities, particularly in multilingualism, critical thinking, cultural heritage and digital and scientific literacy, and sustainable education. Our goal is to engage with schools that promote inclusive and innovative learning environments, offering students the opportunity to develop global competence, intercultural awareness, and collaborative skills. Additionally, we prioritize institutions that integrate STEM and digital learning into their curriculum, ensuring students gain 21st-century skills while fostering a European sense of identity and citizenship.

## Job-shadowing

In this part of the application form, you need to create a list of participants and groups of participants that you plan to involve in Job-shadowing . These details will serve to assess your proposal and to calculate the needed budget.

The proposed planning should give a realistic representation of what you intend to implement. Of course, all plans must evolve. During implementation you will be allowed to change details such as destinations, the number of participants and duration of activities, as long as you continue working towards the same objectives.

The purpose of this section is to calculate the budget needed to implement your planned activities. You can use the button below to read the detailed funding rules and better understand the calculations below. The section introduces an important new concept: 'Mobility flow'. A mobility flow is a participant or a group of participants going to the same destination for the same duration of time and with same arrangements. If some participants going to the same destination need to have different arrangements (for example, different travel distance or mode of travel, different duration, Blended mobility activities, etc.) then you should split that mobility flow into two or more separate ones to be able to specify the differences. It is allowed to have more than one flow going to the same destination.

The information that you provide in this table will be automatically copied in the budget details. You can come back to this table at any point in case you want to change the data or separate a mobility flow into two.

| Mobility flow ID | Destination country | Number of participants | Duration (in days) | Number of accompanying persons | Duration for accompanying persons (in days) |
|---|---|---|---|---|---|
| JOBSH-01 | Germany | 2 | 5 | 0 | 0 |
| JOBSH-02 | France | 2 | 5 | 0 | 0 |
| JOBSH-03 | Portugal | 2 | 5 | 0 | 0 |
| **Total** | | **6** | **15** | **0** | **0** |

| Mobility flow ID | Destination country | Number of participants | Participants with fewer opportunities | Blended mobility | Sustainable means of transport (green travel) | Non-teaching staff |
|---|---|---|---|---|---|---|
| JOBSH-01 | Germany | 2 | 0 | ☐ | ☐ | 1 |
| JOBSH-02 | France | 2 | 0 | ☐ | ☐ | 1 |
| JOBSH-03 | Portugal | 2 | 0 | ☐ | ☐ | 1 |
| **Total** | | **6** | **0** | | | **3** |

## Description (Job-shadowing)

**Finding partner organisations for your mobility activities**
Erasmus+ provides various tools and opportunities to find partners for your mobility activities:

- **European School Education Platform (ESEP)** offers an online partner-finding tool for VET and school education organisations. You can register your organisation on the platform in order to post partner-finding announcements and search through announcements made by other organisations: https://school-education.ec.europa.eu/en/networking/partner-finding
- **Training and Cooperation Activities** are regularly organised by Erasmus+ National Agencies. They include contact seminars, online events, and other partner-finding opportunities for Erasmus+ applicants and beneficiaries. Information about TCAs is available on relevant National Agency websites and the SALTO Education & Training TCA Resource Centre website: https://salto-et.net/
- **The Erasmus+ Project Results Platform** allows you to search for all accredited organisations and approved projects: https://erasmus-plus.ec.europa.eu/projects

Please describe your plans for Job-shadowing. If you plan to organise more than one activity of this type, your answers should cover all of the planned activities.

Please describe the planned content and profiles of participants in Job-shadowing.

The job-shadowing component of our Erasmus+ project is designed to help our teachers nternationalize their teaching practices by observing best practices across Europe and exploring innovative educational models in Germany, France, and Portugal. In Germany: Our teachers will observe a curriculum similar to our own, focusing on Latin, Greek, and Philosophy. German schools maintain a similar humanistic tradition, and teachers will engage with their pedagogical methods, curriculum design, assessment practices, and classroom management strategies. This experience will help our educators refine their existing methods and assure that our classical education curriculum remains current while meeting modern educational needs. In France, teachers will focus on cultural heritage education, learning how French institutions integrate art, history, and cultural studies into their curricula but also scienctific subjects. This job shadowing will offer insight into how to incorporate European cultural heritage into modern learning contexts. Our educators will examine various innovative strategies for fostering intercultural communication and broadening students' global perspectives, which will then be integrated into our school's syllabus. The job-shadowing experience in Portugal will expose our teachers to a distinctly different educational model, focusing more on technical and interdisciplinary approaches. Teachers will observe innovations in the integration of digital tools and modern student-centered learning methodologies. This exposure to modern teaching practices will enhance our staff's flexibility and adaptability, improving how we incorporate technology and innovative strategies into lessons at our school. Moreover, our project includes job-shadowing opportunities for both teachers and non-teaching staff, allowing them to observe different educational systems, management practices, and support strategies. Participant Profiles: the participants will be experienced and motivated teachers and non teacher staff with a strong desire for professional development. Each teacher will be selected based on their current involvement in key educational areas, such as classical studies, STEM, History, Art or digital innovation. They will observe, engage, and learn how European educators approach pedagogy, curriculum design, and intercultural learning. Participants will then share their experiences across the school community through workshops, collaborative projects, and discussions, ensuring that the knowledge gained has a long-lasting impact. The objective is to enhance teaching skill sets across multiple disciplines while integrating international and innovative methods into the school's educational practices.

Please briefly describe the expected learning outcomes: what are the participants going to learn as a result of Job-shadowing.

Learning outcomes of mobility activities must be recognised after the activity, as defined in the Erasmus quality standards . You can use Europass Mobility as a standardised recognition document, or you can apply a different instrument for the same purpose.

Teachers will enhance their teaching practices by learning innovative teaching methodologies, sustainability, digital strategies, and intercultural approaches from European partners. In Germany, they will refine and compare techniques in teaching classical subjects such as Latin, Greek, History and Philosophy; in France, they will gain insights into integrating cultural heritage, multilinguism and art into modern curricula; and in Portugal, they will explore student-centered, interdisciplinary, technical and digital teaching methods and sustainable practices. As a result, educators will improve subject-specific expertise, adopt modern pedagogical practices, and build robust international networks. Success will be assessed through reflective journals, peer feedback, and classroom performance. Formal recognition of the acquired skills and competences will be provided using the Europass Mobility document, ensuring that the outcomes are certified and transferable.

After the activities have taken place, how are you going to evaluate the learning outcomes of Job-shadowing.

Reflective Reports – Teachers will document insights, best practices, and strategies through written reports or video interviews.
Host Feedback – Host institutions will assess participants' engagement, adaptability, and contributions.
Surveys and Self-Assessment – Pre- and post-mobility surveys will track changes in teaching methods, intercultural awareness, and professional growth.
Classroom Implementation – Participants will integrate at least one observed best practice into their teaching and evaluate its effectiveness.
Recognition – The Europass Mobility certificate will formally validate the skills acquired.

**To which project objectives will Job-shadowing contribute?**

Objective 1 : Expanding Horizons: Multilingualism and Internationalization for All Enhancing multilingual skills and intercultural awareness through Erasmus+ mobility, fostering global citizenship and inclusion. , Objective 2 : Critical Thinking and Global Awareness Enhance critical thinking & global awareness among students, teachers & staff through structured mobility, fostering intercultural skills & innovative practice

**How did you find or how are you going to find hosting organisations for Job-shadowing?**

**What profile of organisations are you looking for to host these activities?**

We have established partnerships with schools in Germany, France and Portugal, selected based on their educational approaches and alignment with our objectives.
Germany (identified through the EUPeace school network): This school shares a similar curriculum in Latin, Greek, History, and Philosophy, closely aligning with our classical studies. We aim to exchange methodologies for teaching humanities.
France (successful collaboration in a pre-COVID Erasmus project): This institution focuses on Cultural Heritage and adopts a multidisciplinary teaching approach, enabling teachers to compare and integrate different perspectives on shared European issues.
Portugal (previous collaboration in an eTwinning project): A technical school that provides exposure to innovative pedagogical practices different from our own, fostering adaptability and interdisciplinary learning but above all sustainable practices.
All these institutions have been chosen for their teaching excellence, openness to collaboration, and ability to offer valuable best practices in internationalization and digital innovation.

## Budget

### Budget summary

| Activity type | Organisational support (EUR) | Individual support (EUR) | Travel (EUR) | Course fees (EUR) | Linguistic support (EUR) | Preparatory visits (EUR) | Inclusion support (EUR) | Total (EUR) |
|---|---|---|---|---|---|---|---|---|
| Short-term learning mobility of pupils | 7 000,00 | 21 312,00 | 7 416,00 | Not applicable | 0,00 | 0,00 | 0,00 | 35 728,00 |
| Job-shadowing | 2 100,00 | 5 698,00 | 1 854,00 | Not applicable | 0,00 | 4 080,00 | 0,00 | 13 732,00 |
| **Total** | **9 100,00** | **27 010,00** | **9 270,00** | | **0,00** | **4 080,00** | **0,00** | **49 460,00** |

### Details

| Activity type | Individual support for participants (EUR) | Individual support for accompanying persons (EUR) | Standard travel (EUR) | Inclusion support for participants (EUR) | Inclusion support for organisations (EUR) |
|---|---|---|---|---|---|
| Short-term learning mobility of pupils | 14 736,00 | 6 576,00 | 7 416,00 | 0,00 | 0,00 |
| Job-shadowing | 5 698,00 | 0,00 | 1 854,00 | 0,00 | 0,00 |
| **Total** | **20 434,00** | **6 576,00** | **9 270,00** | **0,00** | **0,00** |

## Organisational Support

Organisational support covers various costs directly linked to the implementation of mobility activities and not covered by other cost categories..

This includes preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public.

Please keep in mind that organisational support covers costs incurred by both sending and hosting organisations (except in the case of staff mobility for courses and training). The grant should be shared beween the two organisations according to their tasks and expenses.

| Mobility flow ID | Activity type | Destination country | Number of participants | Number of accompanying persons | Organisational support unit cost (EUR) | Organisational support grant (EUR) |
|---|---|---|---|---|---|---|
| SHORT-01 | Short-term learning mobility of pupils | France | 12 | 2 | 350,00 | 4 200,00 |
| SHORT-02 | Short-term learning mobility of pupils | Germany | 4 | 1 | 350,00 | 1 400,00 |
| SHORT-03 | Short-term learning mobility of pupils | Portugal | 4 | 1 | 350,00 | 1 400,00 |
| JOBSH-01 | Job-shadowing | Germany | 2 | 0 | 350,00 | 700,00 |
| JOBSH-02 | Job-shadowing | France | 2 | 0 | 350,00 | 700,00 |
| JOBSH-03 | Job-shadowing | Portugal | 2 | 0 | 350,00 | 700,00 |
| **Total** | | | **26** | **4** | **2 100,00** | **9 100,00** |

## Travel

Travel grant covers the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.

| Mobility flow ID | Activity type | Exceptional costs for expensive travel | Destination country | Number of participants | Number of accompanying persons | Sustainable means of transport (green travel) | Travel Distance | Travel unit cost (EUR) | Travel grant (EUR) |
|---|---|---|---|---|---|---|---|---|---|
| SHORT-01 | Short-term learning mobility of pupils | ☐ | France | 12 | 2 | ☐ | 500 - 1999 km | 309,00 | 4 326,00 |
| SHORT-02 | Short-term learning mobility of pupils | ☐ | Germany | 4 | 1 | ☐ | 500 - 1999 km | 309,00 | 1 545,00 |
| SHORT-03 | Short-term learning mobility of pupils | ☐ | Portugal | 4 | 1 | ☐ | 500 - 1999 km | 309,00 | 1 545,00 |
| JOBSH-01 | Job-shadowing | ☐ | Germany | 2 | 0 | ☐ | 500 - 1999 km | 309,00 | 618,00 |
| JOBSH-02 | Job-shadowing | ☐ | France | 2 | 0 | ☐ | 500 - 1999 km | 309,00 | 618,00 |
| JOBSH-03 | Job-shadowing | ☐ | Portugal | 2 | 0 | ☐ | 500 - 1999 km | 309,00 | 618,00 |
| **Total** | | | | **26** | **4** | | | | **9 270,00** |

## Individual Support

Individual support covers costs of subsistence for participants and accompanying persons during the activity. Please note that in order for calculations to be completed, you need to specify your National Agency in section Context and you need to choose the destination country in section Activities.

Individual support can also cover subsistence costs for travel time before and after the activity. For more details, please refer to the Programme Guide.

| Mobility flow ID | Activity type | Destination country | Number of participants | Duration (in days) | Number of accompanying persons | Duration for accompanying persons (in days) | Travel days | Individual support base rate for participants (EUR) | Individual support base rate for accompanying persons (EUR) | Individual support grant for participants (EUR) | Individual support grant for accompanying persons (EUR) | Total individual support grant (EUR) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHORT-01 | Short-term learning mobility of pupils | France | 12 | 10 | 2 | 10 | 2 | 63,00 | 141,00 | 9 072,00 | 3 384,00 | 12 456,00 |
| SHORT-02 | Short-term learning mobility of pupils | Germany | 4 | 10 | 1 | 10 | 2 | 63,00 | 141,00 | 3 024,00 | 1 692,00 | 4 716,00 |
| SHORT-03 | Short-term learning mobility of pupils | Portugal | 4 | 10 | 1 | 10 | 2 | 55,00 | 125,00 | 2 640,00 | 1 500,00 | 4 140,00 |
| JOBSH-01 | Job-shadowing | Germany | 2 | 5 | 0 | 0 | 2 | 141,00 | 0,00 | 1 974,00 | 0,00 | 1 974,00 |
| JOBSH-02 | Job-shadowing | France | 2 | 5 | 0 | 0 | 2 | 141,00 | 0,00 | 1 974,00 | 0,00 | 1 974,00 |
| JOBSH-03 | Job-shadowing | Portugal | 2 | 5 | 0 | 0 | 2 | 125,00 | 0,00 | 1 750,00 | 0,00 | 1 750,00 |
| **Total** | | | **26** | **45** | **4** | **30** | **12** | | | **20 434,00** | **6 576,00** | **27 010,00** |

## Linguistic Support

Linguistic support covers the costs of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity.

Linguistic support grants are mainly available in place of Online Language Support (OLS) when the appropriate language or level is not available. To better estimate the needs for your project, you can check the availability of courses for specific languages and levels:

| Mobility flow ID | Activity type | Destination country | Number of participants | Language | Number of participants for whom OLS is available | Linguistic support unit cost (EUR) | Linguistic support grant (EUR) |
|---|---|---|---|---|---|---|---|
| SHORT-01 | Short-term learning mobility of pupils | France | 0 | French | 0 | 150,00 | 0,00 |
| SHORT-02 | Short-term learning mobility of pupils | Germany | 0 | German | 0 | 150,00 | 0,00 |
| SHORT-03 | Short-term learning mobility of pupils | Portugal | 0 | Portuguese | 0 | 150,00 | 0,00 |
| JOBSH-01 | Job-shadowing | Germany | 0 | German | 0 | 150,00 | 0,00 |
| JOBSH-02 | Job-shadowing | France | 0 | French | 0 | 150,00 | 0,00 |
| JOBSH-03 | Job-shadowing | Portugal | 0 | Portuguese | 0 | 150,00 | 0,00 |
| **Total** | | | **0** | | **0** | | **0,00** |

## Preparatory Visits

You can set up a preparatory visit to your hosting partner before the mobility takes place.

However, please keep in mind the relevant provisions of the Programme Guide: preparatory visits must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities. For example, preparatory visits can be organised to better prepare mobility of participants with fewer opportunities, to start working with a new partner organisation, or to prepare longer mobility activities.

You can receive funding for a maximum of three persons per preparatory visit.

| Mobility flow ID | Activity type | Destination country | Number of participants in preparatory visits | Preparatory visit unit cost (EUR) | Preparatory visits grant (EUR) |
|---|---|---|---|---|---|
| SHORT-01 | Short-term learning mobility of pupils | France | 0 | 680,00 | 0,00 |
| SHORT-02 | Short-term learning mobility of pupils | Germany | 0 | 680,00 | 0,00 |
| SHORT-03 | Short-term learning mobility of pupils | Portugal | 0 | 680,00 | 0,00 |
| JOBSH-01 | Job-shadowing | Germany | 2 | 680,00 | 1 360,00 |
| JOBSH-02 | Job-shadowing | France | 2 | 680,00 | 1 360,00 |
| JOBSH-03 | Job-shadowing | Portugal | 2 | 680,00 | 1 360,00 |
| **Total** | | | **6** | | **4 080,00** |

## Inclusion Support

Inclusion support covers various costs related to the organisation of mobility activities for participants with fewer opportunities.

Support is provided in two forms: inclusion support for organisations and inclusion support for participants. Inclusion support for organisation is a fixed sum per participant intended to cover administrative and other minor costs. Inclusion support for participants covers 100% of any actual cost linked to the participants with fewer opportunities and their accompanying persons. For example, this can include hiring assistants or translators, as well as costs related to travel and subsistence if the standard grants for these categories are not sufficient to cover the costs. In the latter case, the full amount of travel and subsistence costs should be requested through Inclusion Support.

| Mobility Flow ID | Activity type | Destination country | Number of participants in the mobility flow | Number of participants with fewer opportunities | Inclusion support for organisations (EUR) | Inclusion support for participants (EUR) |
|---|---|---|---|---|---|---|
| SHORT-01 | Short-term learning mobility of pupils | France | 12 | 0 | 0,00 | 0,00 |
| SHORT-02 | Short-term learning mobility of pupils | Germany | 4 | 0 | 0,00 | 0,00 |
| SHORT-03 | Short-term learning mobility of pupils | Portugal | 4 | 0 | 0,00 | 0,00 |
| JOBSH-01 | Job-shadowing | Germany | 2 | 0 | 0,00 | 0,00 |
| JOBSH-02 | Job-shadowing | France | 2 | 0 | 0,00 | 0,00 |
| JOBSH-03 | Job-shadowing | Portugal | 2 | 0 | 0,00 | 0,00 |
| **Total** | | | **26** | **0** | **0,00** | **0,00** |

## Exceptional costs

Exceptional costs may be claimed for costs linked to entry requirements for specific countries (including visas, residence permits, vaccinations, and medical certificates) and financial guarantee (if such a guarantee is requested by the National Agency).

| Cost type | Activity Type | Mobility Flow ID | Number of participants in the mobility flow | Number of persons supported with this cost item | Description and justification of expenses (EUR) | Eligible costs (EUR) | Support Rate (%) | Eligible amount |
|---|---|---|---|---|---|---|---|---|
| **Total** | | | | | | | | |

☐ The National Agency has requested a financial guarantee.

## Quality Standards

Organisations implementing mobility activities must adhere to a common set of Erasmus quality standards. The standards exist to ensure good mobility experience and learning outcomes for all participants, and to make sure that all organisations receiving the Programme's funding are contributing to its objectives. In a mobility consortium, Erasmus quality standards apply to activities implemented by all beneficiary organisations: the coordinator and the consortium members.

**The Erasmus quality standards are part of the Erasmus+ call for Key Action 1 projects.** They are also presented below so you can read and easily access them again while writing your application. Where needed, appropriate application of Erasmus quality standards in the national context will be further interpreted by the relevant National Agency.

Please carefully read the Erasmus quality standards presented below and confirm your agreement.

**I. Basic principles**

- **Inclusion and diversity:** the beneficiary organisations must respect the principles of inclusion and diversity in all aspects of their activities. The beneficiary organisations must ensure fair and equal conditions for all participants.

  Whenever possible, the beneficiary organisations should actively engage and involve participants with fewer opportunities in their activities. The beneficiary organisations should make maximum use of the tools and funding provided by the Programme for this purpose.

- **Environmental sustainability and responsibility:** the beneficiary organisations must promote environmentally sustainable and responsible behaviour among their participants. The beneficiary organisations should make maximum use of the funding provided by the Programme to support sustainable means of travel.

- **Digital education – including virtual cooperation, virtual mobility and blended mobility:** the beneficiary organisations should use digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations. The beneficiary organisations should make maximum use of the digital tools, online platforms, and other opportunities provided by the Programme for this purpose.

- **Active participation in the network of Erasmus organisations:** one of the objectives of the Programme is to support the development of the European Education Area. Beneficiary organisations should seek to become active members of the Erasmus network, for example by hosting participants from other countries, or by taking part in exchanges of good practices and other contact activities organised by the National Agencies or other organisations. Experienced organisations should share their knowledge with other organisations that have less experience in the Programme by providing advice, mentorship or other support. Where relevant, beneficiary organisations should encourage their participants to take part in alumni activities and networks.

**II. Good management of mobility activities**

- **Core tasks - keeping ownership of the activities:** the beneficiary organisations must keep ownership of core implementation tasks and may not outsource these tasks to other organisations.

  The core tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes, etc.)

- **Supporting organisations, transparency and responsibility:** in practical aspects of project implementation, the beneficiary organisations may receive advice, assistance or services from other organisations, as long as the beneficiary organisations keep control of the content, quality and results of the implemented activities, as described under 'core tasks'.

  If beneficiary organisations use programme funds to pay other organisations for specific implementation tasks, then the obligations of such organisations must be formally defined to ensure compliance with the Erasmus quality standards and protection of the Union funds. The following elements must be included in the formal agreement between the beneficiary and the service provider: tasks to be carried out, quality control mechanisms, consequences in case of poor or failed delivery, and flexibility mechanisms in case of cancellation or rescheduling of agreed services that guarantee fair and balanced sharing of risk in case of unforeseen events. Documentation defining these obligations must be available for review by the National Agency.

  Organisations that assist the beneficiary with specific implementation tasks (on paid or voluntary basis) will be considered supporting organisations and must be registered in the official reporting tools. The involvement of supporting organisations must bring clear benefits for organisational development of the beneficiary organisation and for the quality of mobility activities.

In all cases, the beneficiary organisation will stay responsible for the results and quality of implemented activities, regardless of the involvement of other organisations.

- **Contributions paid by participants:** as a form of co-funding, the beneficiary organisation may ask participants in mobility activities for contributions to pay for goods and services necessary for the implementation of those activities. The size of the participants' contributions must remain proportional to the grant awarded for the implementation of the activity, must be clearly justified, collected on a non-profit basis, and may not create unfair barriers to participation (especially concerning participants with fewer opportunities). Additional fees or other participant contributions cannot be collected by supporting organisations or other service providers chosen by the beneficiary organisation.

- **Integrating results of mobility activities in the organisation:** beneficiary organisations must integrate the results of the implemented mobility activities (e.g. knowledge gained by staff in professional development) in their regular work, in order to benefit the organisation as a whole, its staff, and learners.

- **Developing capacity:** beneficiary organisations should use the programme funds (and organisational support in particular) in a way that gradually increases their capacity to work internationally on a sustainable, long-term basis. In a mobility consortium, all organisations should benefit in this way.

- **Regular updates:** beneficiary organisations must regularly encode the information about planned and completed mobility activities in the tools provided for this purpose by the European Commission.

- **Gathering and using participants' feedback:** beneficiary organisations must ensure that participants complete the standard report about their activities, as provided by the European Commission. The beneficiary organisations should make use of the feedback provided by the participants to improve their future activities.

## III. Providing quality and support to the participants

- **Practical arrangements:** the beneficiary organisations must ensure the quality of practical and logistic arrangements (travel, accommodation, visa applications, social security, etc.). If these tasks are delegated to the participant or a service provider, the beneficiary organisation will remain ultimately responsible for verifying their provision and quality.

- **Health, safety and respect of applicable regulation:** all activities must be organised with a high standard of safety and protection for involved participants and must respect all applicable regulation (for example regarding parental consent, minimum age of participants, etc.). The beneficiary organisations must ensure that their participants have appropriate insurance coverage, as defined by the general rules of the Programme and the applicable regulation.

- **Selection of participants:** participants must be selected through a transparent, fair and inclusive selection procedure.

- **Preparation:** participants must receive appropriate preparation in terms of practical, professional and cultural aspects of their stay in the host country. The preparation should be organised in collaboration with the hosting organisation (and the hosting families, where relevant).

- **Monitoring and mentoring:** where relevant based on the format of the activity, the sending and hosting organisations must identify a mentor or a similar key person who will be following the participant during their stay at the hosting organisation and who will help them achieve the desired learning outcomes. Particular attention should be given to the introduction and integration of the participants at the hosting organisation, and to the monitoring of the learning process.

- **Support during the activity:** participants must be able to request and receive support from their hosting and sending organisations at any time during their mobility. Contact persons in both organisations, means of contact, and protocols in case of exceptional circumstances must be defined before the mobility takes place. All participants must be informed about these arrangements.

- **Linguistic support:** the beneficiary organisation must ensure appropriate language training, adapted to the personal and occupational needs of the participants. Where appropriate, the beneficiary organisation should make maximum use of the specific tools and funding provided by the Programme for this purpose.

- **Definition of learning outcomes:** the expected learning outcomes of the mobility period must be agreed for each participant or group of participants. The learning outcomes must be agreed between the sending and hosting organisations, as well as the participant (in case of individual activities). The form of the agreement will depend on the type of the activity.

- **Evaluation of learning outcomes:** learning outcomes and other benefits for the participants should be

systematically evaluated. Results of the evaluation should be analysed and used to improve future activities.

- **Recognition of learning outcomes:** formal, informal and non-formal learning outcomes and other results achieved by the participants in mobility activities must be appropriately recognised at their sending organisation. Available European and national instruments should be used for recognition whenever possible.

## IV. Sharing results and knowledge about the programme

- **Sharing results within the organisation:** beneficiary organisations should make their participation in the Programme widely known within the organisation and create opportunities for participants to share their mobility experience with their peers. In case of mobility consortia, the sharing should take place in the whole consortium.

- **Sharing results with other organisations and the public:** beneficiary organisations should share the results of their activities with other organisations and the public.

- **Publicly acknowledging European Union funding:** beneficiary organisations should make their participation in the Programme known in their community and in the wider public. Beneficiary organisation also must inform all participants about the source of their grant.

## Subscribing to Erasmus Quality Standards

To apply for a Key Action 1 mobility project, your organisation must subscribe to the quality standards described above and accept to be evaluated based on those standards. Please read the following statements carefully and confirm your agreement:

☑ I have read and understood the above quality standards

☑ I understand and agree that these quality standards will be used as part of the criteria for evaluation of my project at final report stage

## Follow-up

What will your organisation do to contribute to the basic principles defined by the quality standards : inclusion and diversity, environmental sustainability and responsibility, digital education, and active participation in the network of Erasmus+ organisations?

Liceo Telesio upholds Erasmus+ quality standards by combining humanistic tradition, innovation, and internationalization.
Inclusion & Diversity: As stated in our RAV, we ensure equal opportunities through personalized learning, accessibility, and intercultural dialogue, enabling all students to participate in mobility.
Environmental Sustainability: In line with our PTOF, we integrate sustainability into education, promoting eco-awareness and responsible practices. Our eTwinning project on eco-cultural explorations reinforces these values.
Digital Education: We enhance ICT skills using digital tools, collaborative platforms, and multilingual learning resources.
Erasmus+ Network Participation: With experience from EUPeace and past Erasmus+ projects, we foster critical thinking, multilingualism, and active European citizenship, strengthening global partnerships.

Please describe your project team and the division of tasks in it. Who will participate in the project team – please mention the persons' roles, positions and expertise, not their names. How will the key project tasks be divided among the project team: selection of participants, preparation of participants, supporting participants during the activity, defining the learning programmes, recognition of learning outcomes, overall supervision and ensuring the respect of quality standards.

The project team will consist of several key roles to ensure effective coordination and successful implementation. The Project Manager will oversee the entire project, ensuring that activities align with objectives, deadlines, and quality standards. The Participant Selection Specialist will define criteria and manage the selection process, ensuring inclusivity and fairness. The Trainer/Instructor will design and implement learning programs, guiding participants through the educational process. The Support/Mentoring Coordinator will provide continuous assistance, ensuring participants remain engaged and supported. The Learning Outcomes Assessor will evaluate progress and define recognition criteria for acquired skills. The Quality Assurance Officer will monitor compliance with standards and suggest improvements. Finally, the Logistics and Administrative Support will handle organizational aspects, ensuring smooth execution.
Participants will be selected based on their motivation for global exchange, interest in cultural learning, and potential contributions to the project. Priority will be given to individuals with fewer opportunities due to socio-economic conditions, geographic barriers, or limited access to resources. The selection process will include a motivation letter where applicants express their reasons for participating and how the experience aligns with their personal and professional growth. Additionally, an interview or questionnaire may be used to assess commitment, adaptability, and willingness to engage in collaborative work.
The division of tasks within the team ensures an efficient workflow, while the careful selection of participants guarantees an inclusive and impactful learning experience. Through structured mentorship and support, participants will gain valuable skills, engage in meaningful intercultural exchanges, and achieve recognized learning outcomes that contribute to their academic and professional development.

What will you do to integrate the results of implemented mobility activities in your organisation's regular work?

At our Liceo Telesio, we are committed to ensuring that international mobility experiences become a vibrant and lasting part of our everyday academic life. When students and teachers return from exchanges abroad, they bring back valuable insights, innovative teaching methods, and fresh perspectives that enrich our entire school community. We are determined to share these experiences so that they benefit every classroom and enhance our overall educational approach.
Upon their return, participants will present their experiences during school assemblies, classroom discussions, and small group sessions. They will describe how cultural insights and new strategies can enhance traditional subjects as, for instance,ancient and modern languages etc.. These presentations will stimulate open dialogue and inspire both educators and students to integrate international viewpoints into daily learning.
We will incorporate the lessons learned by updating lesson plans and including comparative analyses that connect classical studies and scientific subjects with contemporary global issues. To preserve and share these experiences, we will develop multimedia resources—video interviews, photo essays, and written reports—that will be accessible via our school website and newsletters, ensuring that everyone can benefit from these insights.
Furthermore, students who have participated in mobility projects lead extracurricular activities such as cultural evenings, debates, and exhibitions. Regular feedback meetings will allow us to refine these initiatives and ensure they meet our school's evolving needs.
By integrating the outcomes of international mobility into our curriculum and daily practices, we aim to foster a dynamic, globally aware learning environment. This comprehensive plan not only enriches academic content but also prepares our students to excel in an interconnected world, making our school a beacon of cultural exchange and modern education.

What will your organisation do to share the results of its activities and knowledge about the Programme?

i. To share results within your organisation

Our school will share the results of mobility activities through presentations in assemblies and class discussions. We will create multimedia resources, such as videos, reports, and photo essays, to document experiences and share them on our internal website and via newsletters. Teachers will incorporate the knowledge gained into their lessons, while students will

lead extracurricular activities, promoting cultural exchange . Regular feedback sessions will help refine our practices, ensuring continuous improvement.

### ii. To share results with other organisations and the public

Conferences and Workshops: Present outcomes at local and international events.
eTwinning and Erasmus+ Platforms: Share experiences, resources, and best practices.
Partnerships and Networking: Collaborate with other schools to promote mobility benefits.
Social Media and Website: Publish reports, testimonials, and videos for wider outreach.
School Podcasts: Storytelling of the mobilities.
Local Media and Press: Engage the public through articles and press releases.
Community Events: Organize open days to showcase mobility experiences and impact.

### iii. To publicly acknowledge European Union funding

EU Logo and Disclaimer: Display them on all materials, including presentations, reports, and digital content.
School Website and Social Media: Highlight Erasmus+ support in posts, testimonials, and updates.
Events and Publications: Acknowledge EU funding in conferences, workshops, and newsletters.
Erasmus+ Corner: Create a dedicated space showcasing project impact and EU support.
Local Media: Mention EU funding in press releases and articles to reach a wider audience.

## EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

**Subscribing to EU Values**

☑ I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

☑ I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

### Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

| File Name | File Size (kB) |
|---|---|
| DOH -declaration-on-honour.pdf | 211 |
| **Total Size (kB)** | **211** |

### Other Documents

If needed, please attach any other relevant documents (a maximum of 6 documents). Please use clear file names.
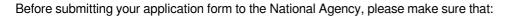
If you have any additional questions, please contact your National Agency. You can find their contact details here: List of National Agencies.

| File Name | File Size (kB) |
|---|---|
| **Total Size (kB)** | **0** |

| | |
|---|---|
| **Total Size (kB)** | **211** |

## Checklist

Before submitting your application form to the National Agency, please make sure that:

☑ It fulfills the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: IT02 - Agenzia Nazionale Erasmus+ - INDIRE

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: Organisation Registration System (for more details, see the Programme Guide - "Information for applicants").

### Original content and authorship

☑ I confirm that this application contains original content authored by the applicant organisation.

☑ I confirm that no other organisations or individuals external to the applicant organisation have been paid or otherwise compensated for drafting the application.

### Protection of Personal Data

Please read our privacy statement to understand how we process and protect your personal data

## Submission History

| Version | Submission time (Brussels time) | Submission ID |
|---------|--------------------------------|---------------|