



## Context

Main objective of the project	Exchange of Good Practices
Project Title	Exploring business differences and similarities to create better entrepreneurship in a united European Climate
Project Acronym	
Project Start Date (dd-mm-yyyy)	01-09-2019
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	31-08-2021
National Agency of the Applicant Organisation	BE02 EPOS vzw
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>



## Project Summary

Please provide a short summary of your project. Please recall that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

Our schools want to fully prepare pupils for life and the European labour market by providing high-quality education. Through this project we want to exchange good practices concerning entrepreneurship and English language education. One of the main objectives is exploring business differences and similarities in both countries and within the European framework to boost pupils' sense of entrepreneurship and improve our entrepreneurship and English language education. Another essential objective is empowering our pupils on a personal level. We have observed that they are often insecure and not self-reliant enough. They have difficulties assessing their own abilities and little faith in themselves. The project will help them broaden their mind and improve their competences and attitudes. We need to support our pupils in acquiring and developing their basic skills and competences, not only with regard to their education and career, but on a personal level as well to ensure they evolve into strong, self-reliant and competent individuals. This project will take them out of their comfort zone and let them experience different educational and entrepreneurial systems in the European framework. This can only be done through the cooperation between our educational institutions and with external partners.

All pupils studying Retail and Marketing & Entrepreneurship in 5th year of secondary education at Instituut Sint-Lutgardis and Economics in post-compulsory education at Institut Jaume Almera will be involved in the project. Of this group of about 45 pupils 38, i.e. 19 of each school, will take part in the exchanges. They are 16 to 19 years old. 3 Belgian and 4 Spanish teachers are in charge of the project. They will be supported by other teachers and staff of both schools. The schools' staff and the pupils' parents will participate in various activities and be the host families during the exchanges. Another partner are the local corporations and their umbrella organisations who will teach pupils about the day-to-day running of a business and the process of importing and exporting goods. They are essential since studying their businesses will reveal the differences and similarities concerning entrepreneurship between the two countries. A final partner is the town council, who will welcome the visitors and discuss the town's politics and assets.

There will be several activities that focus on who the pupils are, matching them to a pupil of the other school and getting to know the other participants, their school, educational system and town better. This will be done by means of videos, presentations and other class assignments. Other activities will focus on the exchange of products and entrepreneurship. The pupils will look for and contact businesses. They will pay preparatory visits to companies, cities and regions to prepare the programme of the exchanges. Moreover, the pupils will make arrangements for the visitors. The assignments will lead to a thorough organisation of transport, accommodation, meals and activities. The activities and mobilities will be evaluated afterwards. In these evaluation activities new methods can be assessed. They will be implemented once the necessary adaptations have been made. The good practices and gathered knowledge will be clustered so these can benefit all members of the schools' communities.

By studying the differences and similarities concerning entrepreneurship the pupils should gain more



insight in the possibilities of entrepreneurship within the European market. The extensive communication with the partners in the English language shall improve their language skills. While they may be insecure at first, they will gain more confidence in their knowledge, competences and language skills since they will work towards a common goal with peers. The various assignments at home and during the exchanges will make them more self-reliant. Their built-up confidence and self-reliance will empower them to take initiative and become more inquisitive, thus exploiting each learning opportunity to the fullest. They will still benefit from this in their future and professional lives. The schools will benefit in the long term because of the exchange of good practices and the expansion of their network with valuable partners. The project will contribute to the implementation of high-quality entrepreneurial and English language education through the produced tools and knowledge. This gained knowledge about best practices and on prompting and improving pupils' sense of entrepreneurship will help us create more and better learning opportunities for the following generations. The physical products will be the pupils' portfolios and for teachers files with good practices on entrepreneurship education and learning English in a real life context containing methods and best practices, thus giving teachers the tools for high-quality education and pupils the means to take charge of their own education.



## Participating Organisations

Please note that the PIC code is a unique identifier for the organisation within the whole Erasmus+ Programme. It should be requested only once per organisation and used in all applications for all Erasmus+ actions and calls. Organisations that have previously registered for a PIC should not register again. If an organisation needs to change some of the information linked to the PIC, this can be done through (<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>)

## Applicant Organisation

PIC	Legal name	Country
908503262	Instituut Sint-Lutgardis	Belgium

## Partner Organisations

No	PIC	Legal name	Country
1	900730070	Institut Jaume Almera	Spain

## Project Budget Summary

This section summarises the budget you have requested and provides a breakdown per participating school. In case your project is approved, each of the participating schools will be offered a separate contract with their own budget.

Note on budget capping: According to the Programme Guide, the project budget for School Exchange Partnerships is limited to 16 500 EUR per school and per year of project duration (Special Needs Support and Exceptional Costs for Expensive Travel do not count for this cap). For your project, the current budget cap is 66,000 EUR. Please note that this cap applies to the partnership as a whole, while there is no limitation on how these funds can be divided between the schools participating in the project.

Budget Items	Grant
Project Management and Implementation	18000.00 EUR
Learning, Teaching, Training Activities	47934.00 EUR
Total Grant	65934.00 EUR

## Learning, Teaching, Training Activities

ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Short-term exchanges of groups of pupils	6325.00 EUR	0.00 EUR	5912.00 EUR	0.00 EUR	12237.00 EUR
C2	Short-term exchanges of groups of pupils	6325.00 EUR	0.00 EUR	5912.00 EUR	0.00 EUR	12237.00 EUR
C3	Short-term exchanges of groups of pupils	6050.00 EUR	0.00 EUR	5680.00 EUR	0.00 EUR	11730.00 EUR
C4	Short-term exchanges of groups of pupils	6050.00 EUR	0.00 EUR	5680.00 EUR	0.00 EUR	11730.00 EUR
<b>Total</b>		<b>24750.00 EUR</b>	<b>0.00 EUR</b>	<b>23184.00 EUR</b>	<b>0.00 EUR</b>	<b>47934.00 EUR</b>

## Budget per Participating Organisation

Organisation	Country of Organisation	Grant
Instituut Sint-Lutgardis (908503262)	Belgium	35967.00 EUR
Institut Jaume Almera (900730070)	Spain	29967.00 EUR

## Instituut Sint-Lutgardis

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	12000.00 EUR
Learning, Teaching, Training Activities	23967.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
<b>Total</b>	<b>35967.00 EUR</b>

## Institut Jaume Almera

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	23967.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
<b>Total</b>	<b>29967.00 EUR</b>





## Timetable

Please list and describe all project activities and indicate an approximate timing when they will start. In particular, you should include project activities other than the Learning, Teaching, Training activities, for example: project management meetings, dissemination activities and other local activities and events in each school. Learning, Teaching, Training Activities

Id	Activity Type	Starting Period	Description
P1	Other Project Events	09-2019	<p>The project starts with several assignments. All pupils will fill out a survey to test their sense of entrepreneurship, English language skills, mindset and attitude. They will also draw up their profiles in a creative manner, with general information, a character description and interests. These profiles and the results of the survey help the teachers to match pupils to each other. The match will mainly be based on character traits and interests. Language skills will also be taken into account. Once they are matched, they will introduce themselves and their school and communicate with each other regularly. The goal of this activity is to make sure that the pupils fit together as much as possible, since they are supposed to work with their partner during each phase of the project. Therefore, it is important that they feel comfortable with one another. Ideally, they will also be each other's host family during the exchanges.</p>
P2	Other Project Events	09-2019	<p>The participating pupils will introduce themselves by means of a video. This will be overseen by their teachers. The video will be about their personality, interests and hopes for this project. They will also draw up a profile of the school and town they live in and present it to the partner school. The finished videos will be sent to the partner school and the pupil they have been matched to. This will give their partner a clear impression of them and it will also help the partner school to get to know the participants of the other school so they can adapt the activities to the needs of those pupils. In the video the pupils will also ask their partner whether they can stay with them during the short-time exchanges. The videos will help the pupils recognise each other faster once the first exchange takes place and they will meet a familiar face instead of strangers.</p>
P3	Other Project Events	09-2019	<p>Pupils of both schools will draw up different advertising campaigns on the project. This will be done on social media platforms, such as Facebook and Instagram, the school websites and in the school magazines. Additionally, they will contact regional and communal newspapers and provide articles on the project which they can publish. Some activities may also be advertised in an earlier stage.</p>

Teachers of both schools will communicate on which channels are best suited for these purposes and will share examples of previous exercises so the partner school can adapt ideas and good practices.

They will also exchange their guidelines and documents for peer-evaluation, teachers-evaluation and self-evaluation to create common evaluation documents suitable for both schools. The same will be done for oral feedback. All documents will be collected in a folder and will be initially used for assignments concerning the project, but can also be useful for other assignments and by other teachers.

P4 Other Project Events 09-2019

The pupils will create a promotional campaign for Belgian and Spanish products in small groups. The idea is to promote the Belgian products in Spain and the Spanish products in Belgium e.g. 'Brugse Zot', produced by the Halve Maan and other local products, Spanish wine from Alta Alella, etc. The pupils will contact and visit the companies to make agreements on the campaign and to gain other information which may be important for the exercise.

Besides the campaign they will create a presentation of the company containing the company structure, activities, production process, sales figures, import and export benefits from being part of the EU and ecological sustainability. This will all be presented to the other groups, teachers, the company and partner school by means of an illustrated document, PowerPoint and the Twinspace. The evaluation of this activity will be done as in other group activities and the assignment and evaluation will be similar in both schools.

P5 Other Project Events 09-2019

Pupils will look up prices of plain tickets for the visiting group, taking into account criteria such as the airport of arrival and departure, luggage possibilities, duration of the flight, direct or non-direct flights and group rates. If necessary they will contact different airlines, or ticket providers. All information will be discussed in group with the other pupils and teachers in order to choose the best option and make the reservation.

Both exchange teams will look for accommodation for the accompanying persons of the visitors. They will again compare prices, taking vicinity and accessibility.

P6 Other Project Events 10-2019

The pupils of both schools will prepare a surprise package with regional products from local

businesses and send it to the other school. This activity will give both schools a first impression of each other's' habitat. Every step will be mastered by the pupils. First they will have to explore their town to find suitable local businesses, make contact and find the perfect product in small groups. Once they have all products they will put them in an original surprise package creating a touch of mystery and a game element. The pupils will communicate with their partner from the other school about the surprise package and answer additional questions.

P7	Other Project Events	10-2019	<p>When the pupils have been matched, their families will be invited to host their partner pupil. In case this is not possible the hosting pupil will contact relatives, neighbours, friends or teachers and ask them to host their partner. Then the visiting pupils will present themselves and the school in an original video message and ask the hosting family for accommodation. In answer to the video message the hosting family will present itself and answer the question in the same way. From now on communication will happen regularly in order to create a community feeling between all parties. Communication will be done via video, Skype, WhatsApp, Facebook, email and collected in a vlog, blog and photo album.</p>
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P8	Other Project Events	11-2019	<p>Pupils of both partner schools start to prepare the different activities of the exchange program in small groups. They will look for information, such as the history and features of the places they will visit on the Internet. Then they will contact the different organisations, for example guides associations, the companies they will visit, small craft businesses. They should ask for information, draw up a timetable and put everything into a document and PowerPoint presentation so they can present it to the other groups and teachers. The next step is to put all information in a program guide for the visiting school, which will be presented before and during the visit.</p> <p>The teachers of both schools will use common evaluation documents. They will also discuss which approaches worked best and adjust the assignment with an adapted step-by-step plan.</p>
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P9	Other Project Events	11-2019	<p>In preparation of the company visits during the exchanges, teams of 4 or 5 will look for companies, small or large, suitable to visit. Each team will contact businesses via email or phone, present</p>
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themselves and explain the purpose of their request, which can be a guided tour of the company for the whole group or a visit of the entrepreneur to the school. Then the team prepares the visit and details such as date, hour, transportation and fees. They also prepare an introduction of the company to the group in a European context. Afterwards there will be an evaluation of the visit and the organisation of it. The evaluation documents will be drawn up, shared and collected in the folder. There will be oral feedback as well.

The teachers exchange good practices on how to boost the pupils' communication and language skills, as in how they have prepared them to contact businesses and organisations, for instance by teaching them relevant feedback, functions, chunks and grammar.

P10 Other Project Events 01-2020

Pupils of both schools prepare school activities for the visiting school and invite the headmistress, other teachers and classes to participate in their project. Possible activities are preparing lunch on the day of arrival and departure, decorating the central hall to welcome them, putting together goody bags and preparing games and small activities, for instance to practice Dutch and English language skills. Once they have done this they will make a script and distribute it so everyone involved will know what to do and when to do it.

Both school teams can exchange good practices concerning communication skills and working out specific ideas. They will discuss the different methods and exercises that were used to boost pupils' creativity and the means of communication with the various participants.

P11 Other Project Events 02-2020

In this activity the pupils will team up with pupils of the other school and carry out a project comparing the two countries' social, cultural and business environment. The final product should be an oral presentation that presents their area in an appealing manner.

Part 1 will be about the social, cultural and business environment, meaning the geographical location (map), main cities, main geographical features, languages and economics.

Part 2 will be about the local businesses, an analysis of the most representative enterprises of the area, the economic structure of the area, enterprises distribution by economic sector

(primary, secondary, tertiary), evolution in the last years, analysis of the local enterprises according to their legal structure, analysis of the local companies by size as in small, medium, large according to the number of employees, workers representation and the trade unions.  
 Part 3 is an interview with a local employer.

C1	Short-term exchanges of groups of pupils	03-2020	Instituut Sint-Lutgardis to Vilassar de Dalt
P12	Other Project Events	03-2020	<p>All the practical arrangements for the exchange of the Belgian delegation and their visit to Spain will be finalised. The visiting pupils and teachers will have to make sure they have all the relevant documents, for example the: contract, medical documents, identity documents, agreements, transportation documents and the programme. The pupils will be thoroughly prepared for the journey and we will elaborate of what they can expect and what is expected from them.</p> <p>There should be a final check of all the reservations concerning the plain, busses, accommodations, guides, guided visits to businesses and so on by the Spanish pupils and teachers. The diner and lunch arrangements should be made. They should make sure the school activities and visits are all in order. There will be a last briefing an preparation of the hosting pupils and team.</p>
P13	Other Project Events	03-2020	<p>The first visit will be evaluated via evaluating reports and an oral evaluation by all parties involved, meaning the pupils, colleagues, guest pupils, headmaster, parents and other partners.</p> <p>The Belgian pupils will also keep a diary with a daily summary of the activities and experiences during the exchange. Afterwards pupils of both schools will create an original and detailed document of the visit with pictures, information, reports and other documentation. This is a good exercise in the use of ICT and will require some creativity to use a variety of software. Moreover, it is a good exercise in language. It can be given to the guests/hosts as a digital present and will be a keepsake of the exchange for the pupils themselves.</p> <p>The visiting teachers will also keep a diary and take note of good practices they can use and apply. The diary and document will also apply for the exchange of the Spanish school to Lievegem.</p>
C2	Short-term exchanges	04-2020	Vilassar De Dalt to Instituut Sint-Lutgardis

## of groups of pupils

P14	Other Project Events	04-2020	<p>The practical arrangements for the visit of the Spanish delegation to Belgium will be finalised. The visiting pupils and teachers will have to make sure they have all the relevant documents, for example the: contract, medical documents, identity documents, agreements, transportation documents and the programme. The pupils will be thoroughly prepared for the journey and we will elaborate of what they can expect and what is expected from them.</p> <p>There should be a final check of all the reservations concerning the plain, busses, accommodations, guides, guided visits to businesses and so on by the leading country. The diner and lunch arrangements should be made. They should make sure the school activities and welcoming by the major and representative of education are all in order. There will be a last briefing an preparation of the hosting pupils and team.</p>
P15	Other Project Events	05-2020	<p>The exchange will be evaluated via evaluating reports and an oral evaluation by all parties involved. The feedback and evaluation forms of the involved students, teachers, families/host families, schools, businesses, major and so on will be summarized and analysed.</p> <p>The pupils will evaluate the differences and similarities they have experienced, both orally and on paper. They will also create a last thank you and digital farewell moment for the hosting school and families.</p> <p>The exchange will be advertised in the local and regional press, on social media and at the Night of SL, a school information event. On this event the exchange will be presented via an exchange booth with a picture wall, videos, a PowerPoint and oral presentation by a number of pupils to arouse the interest of parents and future pupils.</p> <p>The pupils will collect all assignments, pictures and other documentation and cluster them in a creative portfolio as a nice memory of an amazing experience.</p>
P16	Other Project Events	06-2020	<p>As a final evaluation of the first year of the project, pupils will have to fill in the same survey as they did at the start of the project to evaluate the evolution in their skills, competences and so on. It will help us assess how the best practices made them evolve into strong, self-reliant and confident individuals.</p>

All evaluations and analyses will be completed. Dos and don'ts will be listed and all necessary reports will be made, sent and followed up by both exchange teams. Proper adjustments for the next exchange will be made.

A file with best practices, a script and timetable will be put together and the first arrangements for the exchanges of the following year will be made. Pupils will complete their portfolio with assignments and documentation and will receive a last evaluation on the completeness and lay-out.

The activities for the second year of the project will be adjusted based on the evaluation and results of the first exchange. The pupils should make more progress because of the implementation of best practices and a more daring programme since it is adapted to the results of the first year and needs of the pupils. Their initial situation will again be analysed by means of a survey to test their sense of entrepreneurship, English language skills, mindset and attitude.

P17 Other Project Events 09-2020

The new group of pupils of the Spanish and Belgian school will get acquainted in English via a written portfolio and video message, so the matches can be made. This way the pupils will get to know each other online in preparation of the actual exchange in March and April 2021. By means of a mutual interview they also ask each other questions about the host family and thus obtain background information to get to know the family a bit better in advance so they don't have to worry about staying with total strangers.

The project will be advertised on Instagram, the school websites, social media of pupils, eTwinning, local and regional newspapers and other communication channels. This will be the "starting signal" of the follow-up project "school exchange between Institut Jaume Almera of Vilassar de Dalt and Instituut Sint-Lutgardis Lievegem". All activities will be done in parallel at both schools in their own creative way and will be done by the pupils independently as much as possible, under the supervision of the teachers. This also means that every participant will have to take responsibility for his or her actions.

P18 Other Project Events 10-2020

P19 Other Project Events 11-2020

The pupils of both schools let the partner school get acquainted with the region and village they will visit by creating a surprise package with local products



they are unfamiliar with and a touch of mystery. This package will be sent to the partner school to stimulate curiosity and enthusiasm of the participants.

The pupils will communicate with their partner from the other school about the surprise package and answer additional questions.

Via a blog or other previously used digital channels the pupils maintain the previously started community feeling in pairs or small groups. They manage the pages to inform parents and other participants on the details of the project, as in why, when, where and how it will be implemented and what it will be about. There will also be an informational meetings for the parents and school staff. This will be managed creatively by the exchange pupils and will contain information on their partners, the school, hosting family, country and region, supplemented with practical information by the teachers.

The Belgian pupils present their traineeship company and their traineeship to the Spanish pupils. Pupils of both schools prepare creative evening activities and a promotional campaign for local products in English. Important topics of the campaign are European regulations, for example on transport, sales, packaging and climate and related emissions.

Pupils of both partner schools prepare visits to cities and companies and invite speakers that will talk about topics related to the European economy, keeping in mind the importance of the Belgian and Spanish trading cities in a European context. This way they will learn about the similarities and differences, which they may not foresee since both countries belong to the EU. Possible conclusions may relate to the differences and similarities in company structure and the way of operating. These activities will also lead to better skills in the English language, teamwork, creative thinking and efficiency.

C3	Short-term exchanges of groups of pupils	03-2021	Instituut Sint-Lutgardis to Vilassar de Dalt
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P23	Other Project Events	03-2021	During the transnational mobilities of a delegation of the schools to Spain and Belgium, the pupils and teachers reflect daily on the similarities and
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differences between both European countries, schools, hosting families and other topics. There will be oral interaction between the Spanish and Belgian pupils, in group and with the teachers. The reflection will be in English and therefore will improve their language skills and increase their courage to speak and express their opinion. During all of the activities the teachers will take notes, film and take photos of interesting practices.

C4	Short-term exchanges of groups of pupils	04-2021	Vilassar de Dalt to Instituut Sint-Lutgardis
P24	Other Project Events	05-2021	<p>Pupils of both schools create a varied portfolio using the information of the diary, documentation they gathered during the visit, a glossary with explanations of the English terms for new economic concepts they picked up and other assignments. They should reflect on their trajectory and personal experience by means of a photo-reportage on digital and social media, for example Instagram, thus sharing it with the general public. It will serve as a memory and can be share with their host family as well as a token of gratitude.</p>
P25	Other Project Events	06-2021	<p>Pupils reflect in pairs on the vision of the Spanish and Belgian companies they have visited. Together they make a creative presentation on the differences and similarities between these companies, comparing things like regulations on import and export, means of transport and so on. They also report on the communication, their language skills and personal development. They will present it to the other participants to inform them about the results of the project and changes it has triggered within their communities. It is put in their portfolio.</p> <p>The pupils fill out the survey again to test their progress or change. Evaluations of the second year will be made as in the first year and a full evaluation of the two-year project will be done. The results will be summarized in a report and advertised through different channels.</p> <p>The teacher will guarantee the follow-up of the good practices and write their reports on it in English so these can be shared with the partner in the future as well.</p>



## Participating Organisations

### Applicant Organisation

PIC	908503262
Legal name	Instituut Sint-Lutgardis
Legal name (national language)	
National ID (if applicable)	47209
Department (if applicable)	
Acronym	
Address	Dreef 47
Country	Belgium
P.O. Box	
Postal Code	9930
CEDEX	
City	Lievegem
Website	
Email	
Telephone	+32474293098
Fax	

### Profile

Type of Organisation	School/Institute/Educational centre – Vocational Training (secondary level)
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

### Associated Persons



## Legal Representative

Title	Mrs
Gender	Female
First Name	Karen
Family Name	De Blende
Department	
Position	Headmistress
Email	deblendekaren@skynet.be
Telephone	+32474293098
Preferred Contact	No
If the address is different from the one of the organisation	No
Address	Dreef 47
Country	Belgium
P.O. Box	
Postal Code	9930
CEDEX	
City	Lievegem

## Contact Person

Title	Mrs
Gender	Female
First Name	Dorine
Family Name	De Waele
Department	
Position	Teacher

Email	dorine.dewaele@skynet.be
Telephone	+32476202387
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	Moerstraat 105
Country	Belgium
P.O. Box	
Postal Code	9970
CEDEX	
City	Kaprijke

## Contact Person

Title	Mrs
Gender	Female
First Name	Joke
Family Name	Van Speybroeck
Department	
Position	Teacher
Email	vsjoke1@gmail.com
Telephone	+32494392898
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	Oudenaardseweg 138
Country	Belgium
P.O. Box	



Postal Code	9790
CEDEX	
City	Moregem

## Contact Person

Title	Mrs
Gender	Female
First Name	Ruth
Family Name	Lefere
Department	
Position	Teacher
Email	ruthlefer@gmail.com
Telephone	+32498297397
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	Den Boer 6
Country	Belgium
P.O. Box	
Postal Code	9930
CEDEX	
City	Zomergem

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

The Instituut Sint-Lutgardis provides general, technical and vocational secondary education from the 3rd to the 7th year onwards. It forms the pedagogical entity Campus Lievegem together with the Sint-Vincentius College, which provides the first two years of secondary education. Instituut Sint-Lutgardis has 290 pupils and in total 581 pupils attend Campus Lievegem. 77 people are employed by Campus Lievegem. Within general education pupils can opt for the sciences or the economics curriculum. In addition to their fixed curriculum, they choose two “talent modules” in the 3rd and 4th year, which focus on Latin, Sports, STEM, IT or Art & Expression. In the 5th and 6th year their curriculum is combined with mathematics or modern languages. Furthermore, they can opt for CLIL-courses. The technical education programme in the 3rd and 4th year consists of Entrepreneurship & IT, which is followed by Marketing & Entrepreneurship in the 5th and 6th year. The vocational education programme of the 3rd and 4th year focusses on Office & Retail and Retail & Customer Service Representative in the 5th and 6th year. There is an optional 7th year in which pupils specialise in Sales, which they need to pass to obtain their degree. Technical and vocational education combined account for 106 pupils. Many enter the labour market after secondary education, while others apply for college or university. It is important that youngsters are fully prepared for their professional lives or higher education. Therefore, it is our duty to maximise their learning opportunities and give them insight in a variety of business models. Thus it is crucial that our pupils can explore entrepreneurship, not only on a national but a European level. Erasmus+ offers the means to achieve these goals while instilling a greater European sense in our pupils. By letting them experience the differences and similarities in entrepreneurship in Belgium and Spain, both on a professional and an educational level, we hope to motivate them in their further school career and offer insights which cannot otherwise be instilled. We are convinced that both the Belgian and Spanish pupils and teachers their entrepreneurial knowledge and skills will benefit from this project and hope to promote our European community and the opportunities it offers. Dorine De Waele, Joke Van Speybroeck and Ruth Lefere are the teachers who are in charge of running the project. They are permanent occupants of their position within the school. The project and activities will also be monitored by headmistress Karen De Blende, who will guarantee the continuation of the project in case one or more of the key people leave their post. The financial management of the project will be carried out by the school accountant. The staff can offer extensive experience concerning entrepreneurship, both from the private sector as from an educational point of view. Since 2018 the school also participates in a KA101 and a KA201 project.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here:

<https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm>

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	KA201: The leader in me
Year	2018
Project Identification or Contract Number	2018-1-BE02-KA201-046919
Applicant/Beneficiary Name	Instituut Zusters Maricolen

EU Programme	KA101: The school of the future: so much more than just education
Year	2018
Project Identification or Contract Number	2018-1-BE02-KA101-046768
Applicant/Beneficiary Name	Instituut Sint-Lutgardis

## Partner Organisations

### Institut Jaume Almera

PIC	900730070
Legal name	Institut Jaume Almera
Legal name (national language)	
National ID (if applicable)	
Department (if applicable)	
Acronym	
Address	Carrer Rafart, 5
Country	Spain



P.O. Box	
Postal Code	08339
CEDEX	
City	Vilassar de Dalt
Website	<a href="https://agora.xtec.cat/iesjaumealmera">https://agora.xtec.cat/iesjaumealmera</a>
Email	
Telephone	+34937531461
Fax	+34937507193

## Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

## Associated Persons

### Legal Representative

Title	Mr
Gender	Male
First Name	Albert
Family Name	Obios Pénca
Department	
Position	Headmaster
Email	<a href="mailto:aobiols@xtec.cat">aobiols@xtec.cat</a>
Telephone	+937531461
Preferred Contact	No



If the address is different from the one of the organisation

No

Address

Carrer Rafart, 5

Country

Spain

P.O. Box

Postal Code

08339

CEDEX

City

Vilassar de Dalt

## Contact Person

Title

Mrs

Gender

Female

First Name

Nùria

Family Name

Cuscò Donadeu

Department

Position

Teacher

Email

ncusco@gmail.com

Telephone

+34935401570

Preferred Contact

Yes

If the address is different from the one of the organisation

Yes

Address

Carrer Navarra, 125

Country

Spain

P.O. Box

Postal Code

08320

CEDEX

City

El Masnou



## Contact Person

Title	Mr
Gender	Male
First Name	Jordi
Family Name	Cuscó Donadeu
Department	
Position	Teacher
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Telephone	+34935400633
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	Carrer Sant Miquel, 108
Country	Spain
P.O. Box	Primer
Postal Code	08320
CEDEX	
City	El Masnou

## Contact Person

Title	Mr
Gender	Male
First Name	Àlex
Family Name	Blasco Lorente
Department	
Position	Teacher



Email	ablasco1@xtec.cat
Telephone	+34937548611
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	Passatge Maria Aurèlia Capmany, 14
Country	Spain
P.O. Box	
Postal Code	08330
CEDEX	
City	Premià de Mar

## Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?



Institut Jaume Almera is a medium-sized school and has 455 pupils. The school offers compulsory secondary education from the 1st to 4th year and two years of post-compulsory education for pupils whose aim is going to college. There are about 46 staff members. Post-compulsory education pupils can choose among Scientific, Technological, Social and Humanistic Studies. In addition to their fixed curriculum, pupils choose four subjects from two fields. Within Scientific and Technological studies they choose from Mathematics, Biology, Geology, Technical drawing, Electrical engineering, Physics, Chemistry and Industrial technology. Those in Social and humanistic studies are Economy, Business administration, Geography, History of Art, Contemporary history, Latin, Spanish Literature, Catalan Literature and Universal Literature. The project aims at the pupils in the first year of post-compulsory education, preferably studying economics, who prepare for university and are 16 to 17 years old. After post compulsory education, students may apply to a University degree or opt for vocational studies. For all of them it is very important to have as much labour and business information as possible in order to have the maximum of opportunities in their lives, not only on a national but on a European level. Both educational centres are settled in a specific location, which influences them and brings them richness. Within this environment, local businesses and the culture are two of the most important elements. Getting to know and sharing these environments of the participant schools, as well as their relationship with education, will help us to improve our pupils' education and enrich their experience as European citizens. It will also motivate our pupils to acquire information and knowledge about other pupils from a foreign country, their richnesses and their institutions through the use of the English language. Furthermore, we hope to instil awareness of the local businesses which surround both high schools, in order to promote entrepreneurship. The cooperation of the institutions of the two countries where the respective high schools are located will lead to an exchange of best practises between the Belgian and the Spanish school. It should be funded to avoid exclusion of pupils with financial problems. The project is run by Núria Cuscó Donadeu (head of the English Department), Jordi Cuscó Donadeu (English Teacher), Mònica Artigas Romero (English teacher) and Àlex Blasco Lorente (Economics teacher). The headmaster will guarantee the continuation of the project in case one or more of the key people leave their post. The school accountant will do the financial management of the project. The school has organised unfunded pupils' exchanges from 2013-2014 onwards, which focussed on high-quality foreign language education and is reflected in the Linguistic Project of the school. The exchanges have been carried out with pupils from France, Poland and other countries.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here:

<https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm>

Have you participated in a European Union granted project in the 3 years preceding this application?

No



## Project Description

## Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

**HORIZONTAL:** Supporting individuals in acquiring and developing basic skills and key competences

If relevant, please select up to two additional priorities according to the objectives of your project.

**SCHOOL EDUCATION:** Strengthening the profiles of the teaching professions

Please select up to three topics addressed by your project.

Cooperation between educational institutions and business

Entrepreneurial learning - entrepreneurship education

## Description

Please describe the motivation for your project and explain why it should be funded.

As teachers we noticed that our youngsters, especially those in vocational education, are insecure, lack self-reliance and do not truly believe in their own abilities. Furthermore, they have difficulties assessing themselves realistically. They seem to fail at recognising their own strengths and weaknesses. Moreover, it appears that living and going to school in the countryside often entails more obstacles. Many pupils tend to stay close to home in an environment which can be overprotective on the one hand and offer little stability to some on the other. Consequently, they have a less cosmopolitan mindset and are not always open-minded. They fear the unknown and like to be on the safe side. We mostly notice this when they have to contact businesses for a possible traineeship, when they are looking for work, participating in the mini enterprise and have to work on assignments independently. Many of them lack the courage to take initiative, contact a business and engage in conversations with prospective employers. Daring to fail and learn from it is an important quality to help youngsters discover new opportunities. Apart from that the financial aspects is an obstacle for many pupils who are in a financially vulnerable position, which hinders their chances for an optimal personal and professional development.

Due to their socially and financially vulnerable position, our they do not always know how to assess the world and people around them. We notice this in their use of social media as well. They can be too gullible and underestimate the power and influence of social media. Therefore, they do not always understand the risks, which makes them vulnerable once more.

Our most important motivation for this project is to give our pupils to best opportunities to evolve into strong, self-reliant and confident individuals through good practices and building up expertise. Consequently, their chances on the labour market and sense of entrepreneurship will improve and they will strengthen their position in society.

The partners are similar as to the location in a small-scale town and the pupils that live in a protective environment. However, the Spanish pupils live near the metropolis Barcelona. These pupils are often children of entrepreneurs, doctors and other professionals, who prefer the peace and quiet of Vilassar de Dalt to the busy life in Barcelona. Yet these pupils have largely the same needs, most certainly if they want to follow in the footsteps of their family. Additionally, they grow up near a metropolis in which multilingualism is an absolute necessity.

We want to help pupils develop their competences, attitudes and mindset to enhance their professional aspirations in the European labour market, for which self-reliance and foreign language skills are crucial. Therefore, teachers should exchange best practices and thus be more able to empower their pupils to the fullest and encourage them to be ambitious on a personal and professional level.

What are the objectives you would like to achieve and concrete results you would like to produce?  
How are these objectives linked to the priorities you have selected?

The main objective is to offer all pupils the best chances to develop their competences, attitudes and mindset and help shape their job aspirations in an international European labour market through the exchange of best practices.

For the teachers and schools the objective is discovering methods to empower our education and building up expertise. Both partners have expertise on entrepreneurship but the Belgian teachers are more specialised in practical education thanks to the traineeships and mini enterprise. Another objective is exchanging expertise on foreign language education. The Spanish school has had previous exchanges which focussed on this. Therefore, they can share valuable methods and tools. Files with good practices on entrepreneurship education and learning English in a real life context will be assembled. The exchange of this expertise will strengthen the teachers' professional profiles and help us provide high-quality training for our youngsters so they can function properly on the labour market or in higher education.

The main objective for our pupils is to enhance their sense of entrepreneurship. They will discover the differences and similarities concerning entrepreneurship in Belgium and Spain, learn to identify opportunities and gain insight in how to devise a plan to put ideas into practice. The project will contribute to their knowledge and skills since it will provide various supportive and stimulating environments. Another objective is to improve the pupils' language skills through extensive communication in English. Their social skills, self-reliance and resilience will benefit as well due to the transnational mobilities and stays with a host family. Additionally, their IT-literacy will improve thanks to the digital communication with their partner of the other country and use of several media and apps throughout the project. They will cluster their experience and knowledge in portfolios. All of this will help us achieve another objective, namely becoming more self-reliant and keeping an open mind. It should stimulate their creativity and ability to think out of the box. Their self-knowledge should improve and all this together will increase their confidence. The project should thus empower our youngsters to stand strong in life. The exchange of best practices is crucial to continue empowering next generations as well.

The key competences we have chosen entrepreneurship and foreign, specifically English, language education. We aim to improve the sense of entrepreneurship of all pupils involved. The Spanish pupils grow up near a metropolis with a highly international labour market for which multilingualism is crucial and high-quality education should enhance their professional opportunities. The Belgian pupils tend to stay close to home and in their comfort zone. We need to boost their competences so that they can develop and adjust their mindset and attitudes to the modern world of entrepreneurship and the labour market.



## How are the planned activities going to lead to achievement of the project's objectives?

The project focusses on the key competences entrepreneurship and English language skills. We want to compare the differences and similarities concerning entrepreneurship in Belgium and Spain. Additionally, we will compare English language education. The aim is to exchange best practices on both the teachers' and pupils' level. We will start by exchanging products and communicating about entrepreneurship in English. This will give us a clear idea of which expertise the countries can offer and how the partners can incorporate it in their educational programme. We will learn more about the differences in curricula on entrepreneurship. The strengths of each organisation will be transferred to the other. For instance, in the Belgian school pupils start their own mini enterprise in which they carry a major part of the responsibilities. This could be a valuable project for the Spanish school as well. Throughout the project the pupils will do similar activities concerning entrepreneurship and report to each other so the differences and similarities become clear. The teachers will communicate about their teaching methods and selection of theory. The output of the assignments and progress of pupils will show which methods provide the best results. In the next phase, there will be transnational mobilities to let them explore entrepreneurship in the other country themselves. By letting pupils experience how businesses work first hand they will be able to identify the differences and similarities more easily. Their language skills will improve since they have to communicate in a common language, which will be English. They will be immersed in an English language bath, so to speak. The authenticity of the situation and the business context will ensure a greater added value because they will need to use vocabulary they are less familiar with and will need to make themselves understood even if they do not know all the words. All of this will help build up their confidence and should make them more self-reliant in the long term.

During the mobilities, the pupils and teachers will attend activities and lessons to gain insights in the customary teaching and evaluation methods and results these produce. These will be compared and assessed during and after the visits. The methods and knowledge gained during the transnational mobilities will be tested in the entire target group afterwards. The implementation of the new methods will be assessed by teachers and pupils by means of extensive evaluation and adjustments will be made if necessary. The best practices will be clustered in files so that other teachers and pupils can apply them as well. As the implementation will be done on a larger scale we can further adapt and improve the best practices, thus enhancing the sense of entrepreneurship and improving the foreign language education methods throughout the entire schools.

eTwinning and Erasmus+ platforms

Have you used or do you plan to use eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

E-Twinning was used by one of the partners before to find suitable partner organisations. From now on it will be used in each phase of the project. It will be used both by the teachers and pupils. We will set up a Twinspace with the partner organisation. The Twinspace will contain all information on the project, which will be updated regularly by means of pictures, pages, videos and so on. It will also be used for communication between the participants. Furthermore, the teachers of the participating organisations will use eTwinning as an inspirational tool. The Portal and eTwinning live will be used to this purpose. We can also get in touch with organisations or people who work on similar projects. Moreover, it will be used to prepare activities and exchanges during the project. This will be done in the Twinspace. It will be used from the first activity onwards since we are planning to draw up profiles of each pupil, which will be shared with the partner organisation. Additional questions or remarks will be discussed in the Twinspace. Practical arrangements will also be made via e-Twinning by means of the Teacher Bulletin and the Video Conference tool. The teachers and pupils will create events during the project as well.

The pupils will use eTwinning for many of the activities,. For instance, they will upload videos in which they introduce themselves as a means to get to know each other better. Pupils will also be involved in setting up new pages about the exchanges and other activities. Additionally, they will make extensive use of the message tool since they will team up with a partner and they will need to get to know each other thoroughly. The chat function can also be used to this end and it will be used during the exchanges to be able to communicate fast and efficiently with one another.

In addition, we will use what is available on School Education Gateway to improve the goals and best practices of the project. We will mainly use this platform in search of ideas which support entrepreneurship and themes related to it. However, we will also share the gathered knowledge here.

The results of our project will be shared on the Erasmus+ Project Results Platform (EPRP). We hope to increase the project's visibility this way and perhaps rouse the interest of potential new partners for new projects. Furthermore, we want to share outputs with colleagues across Europe so that as many people as possible can benefit from our experience and know-how.

If your project proposal is building on previous or ongoing eTwinning project(s), please explain how you plan to achieve this. Please clearly identify the relevant eTwinning project(s) by including the project title and project ID. In addition to the information provided here, do not forget to provide further information about the eTwinning aspect of your proposal in all other relevant parts of the application form.

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Please keep in mind that experts will evaluate your application exclusively on the basis of the information provided in the application form. Therefore, when answering this question make sure to describe the eTwinning project(s) you plan to build on. Likewise, please be aware that independently of the experts' evaluation of the quality of your application, the National Agency may verify the provided information about your eTwinning project(s). In case the information is not correct, your application may be disqualified.

## Participants

Please briefly describe who will take part in the project, including:

- Who are the different groups that will take part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.)? Please also include information on local participants (those who will participate in project activities, but will not travel as part of the project).
- How are these groups going to participate?
- If pupils are involved in the project, please specify their age groups.

Note that specific details on selection of participants in Learning, teaching and training activities do not need to be repeated here if they are described in the dedicated section of the form: Learning Teaching Training

At Instituut Sint-Lutgardis about 25 pupils want to study Marketing & Entrepreneurship year and Retail in the 5th year. At Institut Jaume Almera there will be about 20 pupils studying economics in the first year of post-compulsory education next year. They are all interested in taking part in the activities and transnational mobilities. Not all of them will be able to take part in the exchanges. They will be selected by means of several criteria, which are discussed in the section Learning Teaching Training.

These pupils are the direct beneficiaries of the project and their leaning opportunities are the focus of the project. Special attention will be paid to their knowledge and sense of entrepreneurship and their English language skills. Entrepreneurship is an important part of the curriculum of the selected pupils, consequently foreign languages, and especially English, are as well. They will train their communication skills in English throughout the project. The pupils in the target group are 16 to 19 year olds, who are being trained for a professional career or higher education. All pupils will be involved in the project on a local level and 38 of them (19 of each school) will take part in the exchanges. Other pupils of the school will also participate in the project. They will take part in specific activities, for example a guided tour to welcome them, presentations and the preparation of meals. 3 Belgian and 4 Spanish teachers are in charge of the running of the entire project. Other teachers and staff of the schools will support them. The teachers of the subjects English, Retail, Economics, IT and General Subjects Course will be directly involved in the project. They will help set up the various learning, teaching and training activities, such as a quiz, enquiries, company visits and other assignments. The headmasters, teachers and other pupils will also be part of this project since the exchange of best practices should not be limited to the age group and curricula of the pupils we aim at. The schools' staff and the pupils' parents will participate in various activities and will be the guest families during the transnational mobilities. Furthermore, local corporations will participate in the project to teach pupils more about the day-to-day running of a business and the process of importing and exporting goods. A final partner in this project are the town councils. They will be included in welcoming the visiting delegation and briefly explain how town politics and trade on a local level work.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No



## Management

### Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication and project management meetings between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding.

<b>Organisation Role</b>	<b>Grant per organisation and per month</b>	<b>Number of Organisations</b>	<b>Grant</b>
Applicant Organisation	500.00 EUR	1	12000.00 EUR
Partner Organisation	250.00 EUR	1	6000.00 EUR
<b>Total</b>		2	18000.00 EUR

### Project Management and Implementation

Please describe the tasks and responsibilities of each partner school. Explain how you will ensure sound management of the project and good cooperation and communication between partners during project implementation.

Instituut Sint-Lutgardis is the applicant organisation and will ensure good project management. However, this is a shared responsibility. The role and responsibilities of both partners have been thoroughly discussed and agreed upon. During a preparatory visit to Spain a team of six teachers has outlined the project, activities and exchanges. They have also decided on the means of communication and the following platforms and social media will be used: eTwinning, WhatsApp, Instagram, Facebook, Skype, Google email and Google Drive. These were considered to be the optimal communication platforms. Extensive use of these platforms guarantees thorough communication and therefore sound management. Both partners have to report on their progress and arrangements regularly so everyone is well informed.

There is and has been extensive communication about the goals and activities to be able to fill out the application and start preparing the learning, teaching and training activities. Institut Jaume Almera will host the first and third transnational mobility while Instituut Sint-Lutgardis will do so for the second and fourth short-term exchange.

Each organisation is responsible for the execution of the local activities, both during the mobilities and throughout the duration of the project. However, every activity will be thoroughly discussed and outlined with both partners in advance. The activities will thus be similar so that results from these activities can be compared and studied. The activities include class assignments, reservations, company visits and cultural excursions. The pupils will bear a lot of responsibility in developing the programme of the exchanges so they develop a more entrepreneurial attitude. They should grasp unforeseen opportunities and take initiative to make the programme as interesting as possible. Under the supervision of the teachers the pupils will also arrange host families, hotels for the accompanying persons, meals and transportation during the exchanges. Another important task of both organisations is guaranteeing the pupils' safety during the entire project and especially during the transnational mobilities. The code of conduct and other rules will be clearly discussed in advance. Furthermore, they will inform the pupils and staff of their schools and involve them as much as possible so that the project is supported by the entire school community. Finally, they are responsible for managing their budget and using it wisely.

The team of Instituut Sint-Lutgardis will monitor that every phase of the project is reported on and make sure that the partners gather and discuss all the information and results it produces. The pupils will assemble portfolios which can function as a guideline for other pupils. The teachers will cluster the good practices and results on entrepreneurship education and learning English in an authentic context in files. The team will also draw up the final report and ensure that all partners receive it.

Please make sure to include all project management meetings, events and local activities of each school in the section: Timetable

How did you choose the project partners? Does your project involve schools that have never participated in a Strategic Partnership? If yes, please explain how more experienced schools can support less experienced partners during the project.

eTwinning was used in the process of finding a suitable partner organisation. Institut Jaume Almera contacted the applicant school Insituut Sint-Lutgardis to explore the options of a cooperation. Both schools have an interest in best practises concerning learning, teaching and training in entrepreneurship and foreign language education. They are both located in small towns and operate on a small scale. The curricula of the target groups focus on entrepreneurship, of which the English language is a crucial part nowadays. The schools felt the need to let pupils explore the differences and similarities in entrepreneurship on a national and international level. The schools can offer each other new expertise on these topics. The Belgian partner can extensive expertise on entrepreneurship and how to help pupils putting it into practice during traineeships and in the mini enterprise. They already have many business contacts and cooperate with the umbrella organisation Lievo. Entrepreneurs and other experts are regularly invited to address the pupils. The Spanish pupils have a more theoretical training and can gain insights from the Belgian pupils' practical training. The Spanish school is located near Barcelona, a vibrant city and very interesting environment from an economic point of view, which adds value to the project. Since several parents of the Spanish pupils are entrepreneurs themselves, they can also share their expertise. Moreover, Institut Jaume Almera has participated in two exchanges concerning high-quality foreign language education. The Linguistic Project of the school and organisation of language lessons can offer new insights and methods to the Belgian visitors. Then they both described how they envisioned the project in more detail. This was exchanged via email and WhatsApp. In January 2019 two members of the Belgian team paid a preparatory visit to Institut Jaume Almera. All the ideas concerning activities, transnational mobilities and the target group were discussed and they decided to apply for a Strategic Partnership.

Insituut Sint-Lutgardis has not been involved in Strategic Partnerships in the past. Institut Jaume Almera has been involved in strategic partnerships, but these were not set up with an Erasmus+ or other European grant. They have previously organised exchanges with a Polish school and French school, which focussed on best practises concerning high-quality foreign language education. More experienced schools can offer support to inexperienced school by sharing their expertise. If a project is organised by two schools who are new to the Strategic Partnership, it could be useful to assign a mentor to them. They can supervise and guide the new organisations and would ideally be located in each other's vicinity. They can serve as a point of contact for questions and give tips to the applicant for filling out the application as best as possible. They can also point out possible problems and critically evaluate ideas.

## List of Activities

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

If the project is approved the preparations and division of responsibilities will be continued. A schedule containing all the activities and what has to be done will be drawn up. This will result into detailed to do-lists with deadlines. Each organisation then works out the details of the local activities and reports on its progress. The partners will consult their staff and discuss who will be involved in which activity and which topics will be addressed in which lessons or activities. The team will also provide the pupils with the necessary information and help them contact the local participants to define their role in the activities. Meanwhile, they start making practical arrangements for the exchanges. Local transportation and accommodation will be organised by the leading organisation, while the sending organisation will book the flights.

The selection of the participants will be based on several criteria. Diligence, motivation and enthusiasm for the project is crucial. To further assess whether pupils are suitable candidates school results, English communication skills, behaviour and attitude will be taken into account. Pupils will receive reports on how they are doing. This will be discussed in advance to make sure the selection procedure is transparent. There will be no financial consequences for the pupils.

The participants will be prepared by means of various activities providing the necessary linguistic and pedagogical training. Practical training will be provided through IT-assignments, assignments which require team and pair work, authentic language tasks and preparatory visits to companies. They will also get acquainted with the guest country's culture, history and educational system. This will be achieved through lessons and communication with their partner pupil. Various media, such as eTwinning, Instagram and Facebook, will serve this purpose. Furthermore, there will be meetings with the pupils and parents to discuss the detailed programme of an exchange, transportation, safety and health regulations, assessment, budget and the administrative requirements to participate, such as a valid ID and health insurance.

During the project the participants will be supported by teachers with the necessary knowledge on entrepreneurship and English. They will also be able to rely on digital support. Another goal is to help pupils support each other and thus become more self-reliant.

The leading organisations should take the necessary steps to ensure the safety of the participants and arrange the necessary insurances, but it is a shared responsibility of all parties. Furthermore, pupils shall not travel unaccompanied, but in the presence of either an accompanying person, their partner, a member of their guest family, another classmate or a member of the staff of the guest school. To ensure their safety they need to respect the rules concerning behaviour and health, which will be recorded in a contract which will be signed by all parties.

Please specify each of the planned learning, teaching and training activities in the table below.

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	Instituut Sint-Lutgardis to Vilassar de Dalt	Institut Jaume Almera (900730070)	Short-term exchanges of groups of pupils	03-2020	20	3	12237.00 EUR
C2	Vilassar De Dalt to Instituut Sint-Lutgardis	Instituut Sint-Lutgardis (908503262)	Short-term exchanges of groups of pupils	04-2020	20	3	12237.00 EUR
C3	Instituut Sint-Lutgardis to Vilassar de Dalt	Institut Jaume Almera (900730070)	Short-term exchanges of groups of pupils	03-2021	19	3	11730.00 EUR
C4	Vilassar de Dalt to Instituut Sint-Lutgardis	Instituut Sint-Lutgardis (908503262)	Short-term exchanges of groups of pupils	04-2021	19	3	11730.00 EUR

### Activity Details (C1)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
Instituut Sint-Lutgardis to Vilassar de Dalt	



Leading Organisation		Participating Organisations	
Institut Jaume Almera		Instituut Sint-Lutgardis	
Starting Period	Duration (days)	Country of Venue	
03-2020	4	Spain	

#### Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

The pupils and accompanying persons of Instituut Sint-Lutgardis will visit the partner school Institut Jaume Almera in Vilassar de Dalt in March 2020. They will be welcomed by pupils of the hosting school. The Spanish pupils will give a presentation of their educational system and curriculum, culture, region and the business and commerce in the environment of the school. The visitors will get further acquainted with the school, staff and pupils through a variety of team games, for example to learn about local customs and some basic Spanish vocabulary they will need. Afterwards they will meet with their host families. On the second day both partner schools are going to visit Barcelona and get a guided tour discovering the city's cultural and economic features. They will also be divided in teams to play a photo search game. On day three there will be guided visits to We Colors and Alta Alella, two local businesses. Pupils will get familiar with the day-to-day running of the businesses and see the differences and similarities with the businesses at home with their own eyes. The following day will be a family day on which pupils will do activities with the hosting family. Girona and its economic features will be explored on day five, followed by a visit to Sitges and its touristic fishing port. On the final day the Belgian pupils and mentors will participate in Spanish, English and Catalan lessons to get a better grasp of their educational methods. Each activity will be linked to assignments, either concerning entrepreneurship and languages or their picture of the host country and school. Several of these will have been prepared back home, while others will be entirely new. Every previous activity will add value to the exchange since pupils will know what to focus on. The pupils' approach and commitment will partly define the outcome and results of the activities. At the end of each day they will briefly summarize what they have learned about entrepreneurship, what differs from the Belgian approach and what is similar, the Spanish culture and educational system. They will also think about how the communication is going and which insights or attitudes they should maintain in the future. Afterwards reports will be drawn up and shared with others. This will ultimately lead to the comparison of entrepreneurship and foreign language teaching of both countries and a gathering of best practices. The Belgian teachers should constantly observe how the Spanish teachers work, at school and outside it, and take notes on what they can learn from it. The teachers will discuss the assignments, methods and approaches concerning entrepreneurship, language teaching and making pupils take the lead on their education and life, thus gathering best practices throughout the exchange. These can be implemented at both schools to ensure high-quality education.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

No

How is participation in this activity going to benefit the involved participants?

The pupils will be taken out of their comfort zone and forced to take on any learning opportunity with an open mind. By studying the differences and similarities concerning entrepreneurship they will gain more insight in the possibilities of entrepreneurship within the European market. They will also develop stronger entrepreneurial skills since they will have to take more initiative, put plans into practice and be more self-reliant while staying with a host family instead of their teachers. Moreover, they will have to make themselves understood in a language that is not their own. They will gain confidence in communicating with others even if they do not always find the words to express themselves straight away. Since their partner pupil is also in the process of learning English and may not know all business-related vocabulary either, they will have to make use of non-verbal communication and other aids. This boost their confidence, thus improving their English language skills. They should increasingly turn to the pupils and teachers of the partner school for answers to their questions and with remarks as they get to know them better. This will make them more self-reliant when they are doing assignments with other pupils while visiting different places and businesses. Their built-up confidence and self-reliance will empower them to take initiative and become more inquisitive, thus exploiting each learning opportunity to the fullest. Both their personal and intellectual development will benefit from this.

The teachers will observe each other during every activity and discuss the differences and similarities in their methods. They shall exchange their materials and guidelines used for projects with their pupils. The good practices concerning entrepreneurship and foreign language education will all be collected in a file and shared with the other teachers of the schools. They also will benefit professionally and personally.

## Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Instituut Sint-Lutgardis / Belgium	500-1999 km	4	20	3	12237.00 EUR

## Group 1, Activity (C1 - Instituut Sint-Lutgardis to Vilassar de Dalt)

Sending Organisation		Country of Venue
Instituut Sint-Lutgardis / Belgium		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
20	3	23

## Group of Participants - Budget

### Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	23	275.00 EUR	6325.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
20	4	232.00 EUR	4640.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
3	4	424.00 EUR	1272.00 EUR
Total Individual Support Grant			5912.00 EUR

## Activity Budget

Budget Items	Grant
Travel	6325.00 EUR
Individual Support	5912.00 EUR
<b>Total Grant</b>	<b>12237.00 EUR</b>

## Activity Details (C2)

Field	Activity Type	
SCHOOLS	Short-term exchanges of groups of pupils	
Activity Title		
Vilassar De Dalt to Instituut Sint-Lutgardis		
Leading Organisation		Participating Organisations
Instituut Sint-Lutgardis		Institut Jaume Almera
Starting Period	Duration (days)	Country of Venue
04-2020	4	Belgium

#### Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

The pupils and accompanying persons of Institut Jaume Almera will visit Instituut Sint-Lutgardis in April 2020. They will be welcomed at the airport by the hosting pupils and teachers and will be accompanied to Lievegem, where they are welcomed by the headmistress and the rest of the school. The pupils will present their school and curriculum, town, region and the business and commerce in the environment of the school by means of a guided tour. Then they will get to know each other better in a speed date. They will also get acquainted with some Belgian words they could use and typical regional customs through games. Next they get an official welcome at the town hall, where they will also meet the hosting families. On day two a guided visit of the European Parliament and European district is scheduled. The focus will be on the European internal market and the importance of the European Union for trade and its direct influence on it. Afterwards they will get to know Brussels better by means of a city game during which they will have to address people. The group will visit Ghent and explore the city in a guided tour and photo search game on the third day. They will visit small craft businesses and learn more about the economic history of the city. The fourth day will be spent with the host family. The next city they will discover is Bruges with a guided company visit at the brewery 'De Halve Maan', a chocolate workshop at the Chocolate Museum and a boat trip on day five. We are also planning on having a farewell evening between the pupils, host families and other partners that evening. On the last day the Spanish pupils will participate in English, Dutch and CLIL-lessons. The Spanish school will also get acquainted with the mini enterprise of the Retail and Sales pupils. Lunch will be provided by pupils of the first and second year vocational secondary education. After saying farewell, the Spanish delegation will be accompanied back to the airport.

The activities will be related to several courses of the pupils. They will be integrated with the normal activities of the school through the participation of other classes and teachers as they will be involved in activities such as making lunch, welcoming the partner school, decorating the central hall and providing lesson activities.

The Spanish teachers will observe how the instructions, assignments and activities are handled and take notes on what they can learn from it. They will receive the guidelines and documents that are used for the mini enterprise and traineeships. They will also get the chance to visit pupils at their traineeship and working for the mini enterprise to learn from their point of view. This will be discussed and good practices will be listed and documented throughout the exchange. These can be implemented at both schools to ensure high-quality education.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

No

How is participation in this activity going to benefit the involved participants?

The visitors will be able to compare the Belgian, vocational, school system to their more theoretical system and discover the similarities and differences. They can reflect on them and both schools can exchange suggestions on how to improve the quality of their education. Their English language skills will certainly become stronger because of their stay with host families. The city games will enhance several skills, including map reading and communication skills, and boost pupils' independence, team spirit, mutual respect and assertiveness, which all contribute to more confidence and self-reliance.

All company visits and the guided tour at the European Parliament should provide an insight in the Belgian economic system and the economic cooperation between Belgium and Spain. It should also raise awareness of how the internal market, rights, obligations and pay scales are organized within the EU and what the role of the EU in trade networks is. Pupils of both schools will be able to compare the Belgian economy with the Spanish and will realize that, even though both countries are part of the EU, they still have significant differences. All of this will contribute to the development of stronger entrepreneurial skills.

The guided cultural tours in Ghent and Bruges will emphasize the influence of the Spanish Crown on Flanders and how connected we actually are, not only through economics, but historically as well. This will certainly make the bond closer and promote mutual respect and acceptance.

The teachers will benefit from the visit since they will learn more about the practical implementation of the entrepreneurial knowledge by pupils in the mini enterprise and traineeships. The mini enterprise is a concept that can create a high added value in general education as well since it helps pupils experience how the business world and legislation works within an authentic setting. They will also exchange tips and good practices on foreign language education.

## Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Institut Jaume Almera / Spain	500-1999 km	4	20	3	12237.00 EUR

## Group 1, Activity (C2 - Vilassar De Dalt to Instituut Sint-Lutgardis)

Sending Organisation		Country of Venue
Institut Jaume Almera / Spain		Belgium
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
20	3	23

## Group of Participants - Budget

### Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	23	275.00 EUR	6325.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
20	4	232.00 EUR	4640.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
3	4	424.00 EUR	1272.00 EUR
Total Individual Support Grant			5912.00 EUR



### Activity Budget

Budget Items	Grant
Travel	6325.00 EUR
Individual Support	5912.00 EUR
<b>Total Grant</b>	<b>12237.00 EUR</b>

### Activity Details (C3)

Field	Activity Type	
SCHOOLS	Short-term exchanges of groups of pupils	
Activity Title		
Instituut Sint-Lutgardis to Vilassar de Dalt		
Leading Organisation		Participating Organisations
Institut Jaume Almera		Instituut Sint-Lutgardis
Starting Period	Duration (days)	Country of Venue
03-2021	4	Spain

#### Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

In March 2021 new pupils of Instituut Sint-Lutgardis visit Institut Jaume Almera. They will be welcomed by pupils, who will give an adapted presentation of their educational system and curriculum, culture, region and the commerce in the environment of the school. They will get further acquainted with the school, staff and pupils by means of team games. These will also be adapted to the pupils' needs since it will be more clear which customs, words and phrases should be known to support communication. Afterwards they will meet with their host families. On the second day they will discover Barcelona's cultural and economic features through an adapted guided tour, which will meet their needs more while preserving the strengths. The pupils will also be divided in teams to play a city game. On day three there will be guided visits to local businesses. We Colors and Alta Alella or new local businesses will be explored further. Spanish parents with their own business will also address the pupils. The pupils do a more profound study of the differences and similarities with Belgian businesses. They will focus more on the process of import and export this time. Furthermore, they will ask for and analyse the competences that are required to work for the companies and entrepreneurs they have met. They will keep new ideas and strategies in mind and try to apply them to their mini enterprise afterwards. The following day will be a host family day. Girona and its economic features will be more thoroughly explored on day five, followed by a visit to Sitges and its touristic fishing port. On the final day the visitors will participate in Spanish, English and Catalan lessons to get a better grasp of their educational methods. Throughout the visit, the Belgian pupils will liaise with businesses and the Spanish pupils to gather new input for their mini enterprise.

The activities will be linked to assignments concerning entrepreneurship, languages or their picture of the other country and school. These will be adapted after the evaluation of the first project year. Some of them will have been prepared at home to help pupils focus on certain aspects. Each day the pupils will summarize what they have learned about entrepreneurship and how it differs from and resembles Belgian entrepreneurship, Spanish culture and education. They will compare what the requirements that Spanish and Belgian companies are looking for when hiring. They will also think about how the communication is going and which insights or attitudes they should maintain in the future. Afterwards reports will be drawn up and shared others. This will lead to a gathering of best practices.

The Belgian teachers will learn together with their pupils while observing the Spanish. They will take notes. All teachers will discuss how they get optimal learning outcomes. The good practices will be clustered in a file and implemented at both schools to ensure high-quality education.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

No

How is participation in this activity going to benefit the involved participants?

All participants will already benefit from the project through the implementation of the previously exchanged best practices and want to build further on this expertise.

The new pupils will also be taken out of their comfort zone. By studying the differences and similarities concerning entrepreneurship they will gain more insight in the possibilities of entrepreneurship within the European market, thus developing stronger entrepreneurial skills. They should embrace new strategies and try to use these in their own mini enterprise. They will also gain insight in the process of import and export and can set up international business contacts for their mini enterprise. Furthermore, they will have a clearer idea of the competences that are required on the international labour market. This will help in their learning process and when they are looking for work. Their linguistic development will benefit a great deal from the project since they will have to make themselves understood in a language that is not their own. While they may be very insecure at first, they will gain confidence in communicating with others. Since their partner is also still learning English, they will have to make use of non-verbal communication and other aids such as digital dictionaries and images. They should turn to the pupils and teachers of the partner school with their questions and remarks more often as they get to know them better. Their built-up confidence and self-reliance will empower them to take initiative and become more inquisitive, thus exploiting each learning opportunity to the fullest. They will have the courage and competences to liaise with businesses and so establish valuable contacts for their mini enterprise.

The teachers will observe and exchange materials and guidelines. The good practices concerning entrepreneurship and foreign language education will be clustered in a file that will be made available to others, both digitally and on paper to benefit all professionals.

## Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Instituut Sint-Lutgardis / Belgium	500-1999 km	4	19	3	11730.00 EUR

## Group 1, Activity (C3 - Instituut Sint-Lutgardis to Vilassar de Dalt)

Sending Organisation		Country of Venue
Instituut Sint-Lutgardis / Belgium		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
19	3	22

## Group of Participants - Budget

### Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	22	275.00 EUR	6050.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
19	4	232.00 EUR	4408.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
3	4	424.00 EUR	1272.00 EUR
Total Individual Support Grant			5680.00 EUR

## Activity Budget

Budget Items	Grant
Travel	6050.00 EUR
Individual Support	5680.00 EUR
<b>Total Grant</b>	<b>11730.00 EUR</b>

## Activity Details (C4)

Field	Activity Type	
SCHOOLS	Short-term exchanges of groups of pupils	
Activity Title		
Vilassar de Dalt to Instituut Sint-Lutgardis		
Leading Organisation		Participating Organisations
Instituut Sint-Lutgardis		Institut Jaume Almera
Starting Period	Duration (days)	Country of Venue
04-2021	4	Belgium

#### Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

A new group of pupils of Institut Jaume Almera will visit Instituut Sint-Lutgardis in April 2021. They will be welcomed at the airport and accompanied to Lievegem, where the headmistress, staff and pupils will welcome them. The hosting pupils will present their school and curriculum, town, region and the commerce in the environment of the school by means of a guided tour, which will be adapted after the evaluation of the first year since the needs of the pupils are known better. Then they will get to know each other better in a speed date. Next there will be an official welcome at the town hall, where they will meet the host families. On day two a guided visit to the harbour of Antwerp, the diamond district and fashion museum is scheduled. The focus will be on the international market these sectors operate in and the importance and influence of the European Union for their business. The pupils will focus on import and export more. Afterwards they will get to know Antwerp better by means of a city game. The group will visit Ghent and explore the city in a guided tour and game on the third day. They will visit several small craft businesses and study the relevant economic features of the city more thoroughly, based on the recommendations that were made based on the evaluation of the first visit. Lievo and Belgian parents with their own business will also address the pupils. The fourth day will be spent with the host family. On day five they will discover Bruges and Zeebrugge through guided visits, workshop and a boat trip. We are also planning on having a farewell evening then. On the last day the Spanish pupils will participate in English, Dutch and CLIL-lessons. The Spanish school can also get acquainted with the mini enterprise of the Retail and Sales students. The Belgian pupils will provide them with tools and best practices to start their own mini enterprise. After saying goodbye the Spanish will be accompanied back to the airport.

The activities will be integrated with the normal activities of the school through the participation of other classes and teachers as they will be involved in activities such as making lunch, welcoming the partner school, decorating the central hall and providing lesson activities. Moreover, other pupils in vocational education will come along on certain visits and tours.

During the visit pupils and teachers reflect daily on similarities and differences between both European countries, schools, host families and other topics. They will study vacancies, job requirements and the process of import and export at the companies they visit to prepare them better for the labour market. There will be oral interaction between the Spanish and Belgian pupils, in pairs, in group and with the teachers. The reflection will be in English and therefore will boost their language skills, the courage to speak and express their opinion. They will also keep a diary to reflect on the daily activities of the exchange.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

No

How is participation in this activity going to benefit the involved participants?

All participants will already benefit from the project through the implementation of the exchanged best practices in the first year and they want to build further on this expertise.

The tours of the companies, harbours and business districts should provide an insight in the Belgian economic system and economic cooperation between Belgium and Spain. The participants will compare the Belgian educational and entrepreneurial system and discover the similarities and differences. They can reflect on both systems and exchange suggestions and best practices. It should also raise awareness of how the internal market, rights, obligations and pay scales are organized within the EU and what the role of the EU in trade networks is. The pupils and teachers will also gain more insight into the differences in the process of import and export and the legislation concerning this process, thus enhancing their entrepreneurial knowledge. Moreover, they will learn more about what employers are looking for when they are hiring staff and how this can differ in different countries. These are insights that cannot otherwise be instilled. The pupils should grasp the opportunity to put the gained insights into use in their own education and could perhaps even start their own mini enterprise. The teachers will implement the good practices to fit the needs of higher education and the labour market better. The language skills will certainly be stimulated and will improve because of the exchange in best practices. They will also explore cities on their own at times, which will improve several skills, including map reading and communication skills, and enhance their independence, team spirit, mutual respect, assertiveness, which will boost their self-reliance and confidence.

The cultural tours of Ghent and Bruges will emphasize the influence of the Spanish Crown on Flanders and thus the economic and historical connection. This will reinforce the bond and promote mutual respect and acceptance.

## Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Institut Jaume Almera / Spain	500-1999 km	4	19	3	11730.00 EUR

## Group 1, Activity (C4 - Vilassar de Dalt to Instituut Sint-Lutgardis)

Sending Organisation		Country of Venue
Institut Jaume Almera / Spain		Belgium
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
19	3	22

## Group of Participants - Budget

### Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	22	275.00 EUR	6050.00 EUR

### Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
19	4	232.00 EUR	4408.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
3	4	424.00 EUR	1272.00 EUR
Total Individual Support Grant			5680.00 EUR



## Activity Budget

Budget Items	Grant
Travel	6050.00 EUR
Individual Support	5680.00 EUR
Total Grant	11730.00 EUR



## Special Costs

## Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Grant (EUR)
Total					0.00 EUR

## Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Grant (EUR)
Total				0.00 EUR

## Follow Up

How are you going to assess if the project's objectives have been met?

Our goal is helping pupils evolve into self-reliant individuals with a good sense of entrepreneurship and better English language skills. Process and product evaluation will be used to assess their progression. Pupils will do various class assignments and gain practical experience from company visits, local traineeships and workplace learning. They will contact local businesses and other external partners, such as umbrella organisations of businesses and town hall, and prepare the visits under the supervision of the teachers. They should gain more insight in the correlation between the studied theory and the practical implementation by businesses. Assessment will take place at the schools and on location. Pupils will report on what they have learned. Furthermore, they will fill out a survey at the beginning and end of the project to assess the evolution in their sense of entrepreneurship and mindset. While the first year serves as an exploratory year to learn about the opportunities, differences and similarities in entrepreneurship in the two countries, it will be taken a step further in the second. With the gained experience and knowledge about best practices, we hope to expand the Belgian mini enterprise and perhaps set up a Spanish mini enterprise. The teachers should explore how they can best help their pupils in taking the lead and find new opportunities for their businesses by contacting potential business partners and cooperating with them. The pupils' improved competences and self-reliance will be assessed throughout the entire process. The project will have an impact on their future by making them more assertive and confident. Assessing this will be done by means of job interviews with professionals.

The participants' English language skills should improve tremendously because they will be exposed to English in an authentic context more often. Pupils will be in touch with their partner pupil and host family. Since there will be extensive communication, progress can be assessed regularly. The level of English of each pupil will be determined at the beginning and end of the project by means of the Common European Framework of Reference. Pupils will expand their vocabulary and grammar, use different registers and improve their linguistic feel in general, thus bringing them to a higher language level. Oral and written communication will be assessed through language tasks, evaluation of formal and informal conversations, grading of emails, videos and so on.

The pupils will cluster their work in a portfolio to monitor their progress and achievements. Their work, improved skills and gained knowledge will be resembled in these portfolios. Additionally, they will compose a binder containing all the information on and results of the project. The teachers will compose a file with all the assignments and information on the project with guidelines. The clustered best practices, know-how and new insights will be shared with all pupils and teachers.

How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The gained knowledge about best practices and prompting and improving pupils' sense of entrepreneurship will help create better learning opportunities for the following generations. The teachers will have to question their methods and acquire new learning, teaching and training techniques, thus becoming more competent and having better tools for a high-quality entrepreneurial education. The produced results and effects should help tailor the curriculum, workplace learning and traineeships to pupils' needs and the expectations of universities, colleges and the labour market. Pupils shall have more responsibility for their learning process by letting them contact businesses and doing research instead of providing everything ready-made. This will boost their creativity and sense of entrepreneurship. The project will provide a better insight into the European market and the differences and similarities between Belgium and Spain. They will have a better insight in their own talents and in the possibilities in their professional career. Their improved entrepreneurial attitude will help them take more initiative, lead others and be unafraid of failure and the opportunities to learn from it. More pupils may start their own business or choose a trajectory in higher education in accord with their talents. The pupils will cluster their experiences in portfolios, which can be an incentive for new projects. The portfolios and files with all information and results will ensure that the best practices are passed on to the entire school communities and other interested organisations. We hope to establish valuable long term relationships with local and international business partners. Furthermore, we want to acquire valuable communication techniques which are useful in a professional setting and can help improve our pupils' language skills. A side-effect might be that pupils feel empowered to set up activities themselves in which they can explore new opportunities. If this project produces the results we hope for, we will consider organising traineeships abroad. We are convinced that the pupils' intellectual and personal development will benefit since they will be taken out of their comfort zone. This way they will gain confidence, become self-reliant and open-minded and it will improve their entrepreneurship competence. They will pass this on to others. Furthermore, they will display this in practical settings and their professional lives, which will reflect on the school's reputation. The project and implementation of best practices will offer more opportunities to the financially vulnerable pupils. It will ensure they are fully prepared for their professional career or higher education. Hopefully, their evolution will help parents have faith in their abilities and be less overly protective, thus giving them the liberty to explore new horizons. Hopefully, it will increase parent commitment with regard to their children's education and interests as well.

Please describe your plans for dissemination and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

All results of the project will be shared by the partner organisations via eTwinning, files and email. The dissemination of the results to the staff of both organisations will happen in various ways. Within the schools the progress and results of the project will be presented by pupils and the supervising teachers at staff and department meetings. The teachers involved will become mentors and pass on the best practices and gathered know-how to other teachers. Within our local community the partners, such as parents, the town council and local businesses, will be informed about every phase of the project. They will be able to stay up-to-date on the project by means of the Twinspace and events. The pupils and teachers will regularly report on the project on the school websites, school magazines and social media, including Facebook and Instagram. The pupils will use their own social media but will also take over the schools' social media accounts at times to report on the project from their point of view. They will be able to create a digital and physical wall that represents their experiences. Moreover, the project will be presented at the parent-teacher conferences, open school days and promotional events, such as the Night of SL by the pupils. The project should also be discussed on the towns' websites and in the town magazine of Lievegem. During the project the pupils will draw up a promotional campaign for a product from their region. This will consequently also promote the project.

All of these communication channels will accelerate the dissemination of the project to our main target groups. The direct beneficiaries and first target group are the pupils who participate and by extension the parents, other pupils and staff of the Belgian and Spanish schools. The second target group consists of the external partners, such as the town councils, local businesses and their umbrella organisations, for example Lievo in Lievegem. As partners in this project they are entitled to know what the project has produced and perhaps gain information and strategies from it than can be useful for them as well.

On a larger scale the results will be shared with the school communities through meetings and reports. The press will be informed about the project, activities and transnational mobilities to increase awareness of the project among the wider public. Since the gained knowledge and best practices will be clustered in files these can easily be made available to the partner organisations but others as well. Other educational institutions will be able to consult the results via the international School Education Gateway and more local teachers' platforms, such as KlasCement. That way as many people as possible can benefit from the project. They are also a target group since the project should stimulate high-quality entrepreneurial and foreign language education. Our project might be an inspiration and incentive for new ideas and projects.



## Annexes

The maximum number of all attachments is 10 and the maximum total size is 10240 KB.

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

<b>File Name</b>	<b>File Size (kB)</b>
Declaration on honour Karen De Blende februari 2019.pdf	1,801

Please attach any other relevant documents.

<b>File Name</b>	<b>File Size (kB)</b>
Total Size (kB)	1,801

## Checklist

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

- It fulfils 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: BE02 EPOS vzw

## Please also keep in mind the following:

Only the coordinating school needs to submit the application to its National Agency. Partner schools need to be listed in this application and must not submit the same application to their own National Agencies. If similar or identical applications are submitted by different schools to different National Agencies, all applications may be rejected.

Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency. Before submitting your application, make sure that all participating schools are eligible in their respective countries.

The documents proving the legal status of the applicant and each partner must be uploaded in the Participant Portal (for more details, see Part C of the Programme Guide - 'Information for applicants').

## Data Protection Notice

### PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

For the full description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

[http://ec.europa.eu/programmes/erasmus-plus/documents/eplu-link-eforms-privacy\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/documents/eplu-link-eforms-privacy_en.htm)

- I agree with the Specific Privacy Statement on Data Protection