Project Title	Fenntartható világ/Sustainable World
Project Acronym	

Project Start Date (dd/mm/yyyy)	Project Total Duration (months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-09-2021	16	01-01-2023	HU01 - Tempus Public Foundation	English

Applicant organisation/Partner organisation

OID	Legal name	Country	Region	City	Website
E10147515	Orchidea Magyar-Angol Két Tanítási Nyelvü Óvoda, Általános Iskola és Gimnázium	Hungary	Budapest	Budapest	www.orchideaiskola.hu
E10178567	IES MEDINA AZAHARA	Spain	Andalucía	CÓRDOBA	http://redcentros.ced.junta-andalucia.es/centros-tic/14700161/helvia/sitio/index.cgi
	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	BADEN-WÜRTTEMBERG	Jettingen-Scheppach	www.mindeltal-schulen.de

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Main sector of activity	

Associated persons should not be shown in PDF because of GDPR compliance.

Application

Programme	Erasmus+
Action Type	KA122-SCH - Short-term projects for mobility of learners and staff in school education
Call	2021
Round	Round 1

Context

Welcome to the application form for a Key Action 1 mobility project in School Education

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

Field	School Education
Project Title	Fenntartható világ/Sustainable World

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-09-2021	16	01-01-2023	HU01 - Tempus Public Foundation	English

For the list and contact information of Erasmus+ National Agencies, please consult the following page: https://ec.europa.eu/programmes/erasmus-plus/contact

PROTECTION OF PERSONAL DATA

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

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: Organisation Registration System

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Orchidea Magyar-Angol Két Tanítási Nyelvü Óvoda, Általános Iskola és Gimnázium (E10147515)

Organisation ID	Legal name	Country
E10147515	Orchidea Magyar-Angol Két Tanítási Nyelvü Óvoda, Általános Iskola és Gimnázium	Hungary

Applicant details : Orchidea Magyar-Angol Két Tanítási Nyelvü Óvoda, Általános Iskola és Gimnázium

Legal name	Orchidea Magyar-Angol Két Tanítási Nyelvü Óvoda, Általános Iskola és Gimnázium
Country	Hungary
Region	Budapest
City	Budapest
Website	www.orchideaiskola.hu

Hosting Organisations

The hosting partner organisations are organisations who will host the participants in your activities. To edit the details of a hosting organisation use the options button on the right side of the table . You can use an Organisation ID to fill in all the information instantly, or you can provide the needed information manually.

Organisation ID	Legal name	Country
E10178567	IES MEDINA AZAHARA	Spain
	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany

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

Hosting Organisation Details : IES MEDINA AZAHARA

Legal name	IES MEDINA AZAHARA
Country	Spain
Region	Andalucía
City	CÓRDOBA
Website	http://redcentros.ced.junta-andalucia.es/centros-tic/14700161/helvia/sitio/index.cgi
Is the organisation a public body ?	Yes
Is the organisation a non-profit ?	Yes

Hosting Organisation Details : Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH

Legal name	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH
Country	Germany
Region	BADEN-WÜRTTEMBERG
City	Jettingen-Scheppach
Website	www.mindeltal-schulen.de
Is the organisation a public body ?	No
Is the organisation a non-profit ?	Yes

Background

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

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

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

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes

Please choose the organisation type that best describes your organisation.

Type of Organisation	School/Institute/Educational centre – General education (secondary level)

Does your organisation provide any formal or informal learning programmes relevant for this application?	Yes

Please briefly present your organisation.

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

In our Orchidea English-Hungarian Bilingual School we strive to satisfy the natural interest of our students, which is most active in the field of languages and in the direction of nature conservation and environmental protection. Therefore we teach all the STEM subjects in English in our upper primary and secondary sections. The strengths of our school are our students' language skills, their multiculturalism, increased interest in STEM subjects and the conscious use of environmental knowledge. We organize various science-related events and campaigns, such as Day of Flowers and Trees, Day of Water, Health-care trainings, Science day, etc... Our school-level events focus on sustainable world, nature conservation as well as its protection and the latest scientific technical development. We annualy organize our Science Festival, a symposium in English. We would like to widen this program for all the interested bilingual schools in Hungary.

ii. What profiles and ages of learners do you work with?

Orchidea school is accredited by the Hungarian Ministry based on the Hungarian National Curriculum for Bilingual Schools, providing high quality compulsory education for both Hungarian and international students aged 3-18 years. The composition of the classes is completely multinational, there are 140 teachers and almost 740 students at school level, representing 36 different nationalities.The social and economic background of students' families is middle-high, parents are required to pay a tuition-fee. OIS offers a bilingual study program for Hungarian and non Hungarian students, with a gradual introduction to English language from kindergarten to secondary school. In upper primary and secondary all subjects are taught in English with the exception of Hungarian language and History. Our major sections are: Kindergarten (ages 3-6); Primary school (ages 6-14); Secondary school (ages 14-18);

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

15

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

Number of learners	740
Number of teaching staff	140
Number of non-teaching staff	10

Past Participation

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
School education staff mobility (KA101)	4	4	0	0
Strategic Partnerships for school education (KA201)	0	0	1	0
School Exchange Partnerships (KA229)	1	1	0	0

☑ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application, as specified in the call for proposals.

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

Our most recent group student mobility beside the individual ones is progressing with great success (KA229) with the cooperation of 4 institutions. The aim of the project " The river of challenges" is to share best practices and provide our students with more holistic, project-based knowledge in science subjects in English and bilingual and often multilingual environments. The aim of the project is to provide a methodological tool for the challenges of European educational systems by developing and testing a harmonised curriculum for the water management project. The project idea was the work of a bilingual school in four EU countries, which became acquainted with the objectives and participants of the previous KA1 Erasmus+. They all have been organising several exchange programs and have already organised active professional relations and develop a multilateral strategic partnership between the participating institutions. Each school boasts a high-level teaching staff and well-equipped tools for teaching. All of these schools in these four countries have already shown outstanding and significant output results at regional levels in STEM (science, technology, engineering and maths) subjects, as well as in the GCSE/IB/BACCALAUREATE assessment systems. Our main goal was to provide our students with a wide-term knowledge that presupposes experience-based learning as an individual and as a group, paying particular attention to understanding the intercultural aspects, and the price of social awareness, the environmental and economic interdependence of European climate policy interactions and hydrological cycles in common water-bodies and resources. The main objectives of the project are as follows: Education: - Involving education stakeholders (teachers, pupils, private sector, civil society) in curriculum development; - Involving the maximum number of learners in mobility mobilisation and activities, with experience of international cooperation and dimensions of inter-contact; - Self-realisation and the implementation of key competences serve the needs and expectations of the long-term current and future labour market in a way planned for the project; - Include the project in the strategic framework for European cooperation in the field of education and training (ET2020); - Promoting new ways of teaching science. Environment and sustainability: - Increasing the environmental awareness of students; - Enhancing critical thinking and a holistic approach to environmental issues in order to ensure that students understand analyse natural processes and changes in different factors. Social sensitivity and cultural connections: - Provide students with a direct picture of the history of water management in each country and present the technological challenges in the four different European countries. - Provide students with the latest technologies of water purification sponsored by the European Union in different regions of Europe.

Project objectives

What are the most important needs and challenges your organisation is currently facing? How can your organisation be improved to benefit its learners? Please illustrate your answers with concrete examples.

The strengths of our school include several features that, in such a tender, are a guarantee of the success of the project and, with it, they can ensure further development for our students. Such strengths are the high quality of language skills of our students, their multiculturalism, increased interest in STEM subjects and the conscious use of environmental knowledge. In addition to strengths, we have weaknesses as well, that we would like to minimize and turn disadvantages into advantages. Such is the weakness that our students, as downtown learners, can hardly know the protection of nature, the sustainability of a living and inanimate environment in practice. There are few opportunities to accurately assess the dangers to living beings, and so our students know little about how to avoid these threats and what they can do to prevent damage. Our current weakness is not specific, since the problem of all educational institutions is the project-based cooperation of all educational institutions, also in a network, based on international relations of students, because of Covid. We want to reopen the world to our students again.The need for a fresh start and a reopening is a general need (both at school level and socially). There are many aspects of this process that specifically affect the young, school-age population. Community work, research, socialisation of the age group, all these issues, which are greatly facilitated by exchanges, international working relations and international projects based on interest. The educational objective of our project is essentially to develop an approach to sustainability and to transform it to our everyday life. Accordingly, we have selected activities among mobility programmes that raise awareness of the ecological, social and health vulnerabilities of the Earth. It shows the dangers, the risk factors of the systems, all the human activities to be avoided, which threaten the very existence of life on Earth. To be more specific, we propose to choose some platforms, such as Genially, Slide Share, BBColaborate, Drive and maybe others similar and give to the students, in pairs or groups of 3-4, a topic to be developed (related with a Sustainable World). As an educational objective, in addition to the constant use of the common working language, we want to emphasize the use of the ICT tools and platforms, as a new working language and an excellent way of contributing and presenting the facts we know and practiced.. We would like to achieve similar objectives with two partner institutions (Mindeltal-Schulen Jettingen-Scheppach, Germany and IES Córdoba, Spain).Therefore, we plan our programmes in the same activities in these institutions. This is the proposal for our content based program in Spain and in Germany: 1) Visit an Endangered Species Recovery Center. Our students use a worksheet to observe the dangers to animals and the procedures for their healing and treatment. Students learn about the conservation activities of the most effective NGOs. 2) Visit an inlake (e.g."Laguna de Zoñar", Andalusia). A guided visit of a natural inlake. Our students will study the way of nature conservation and protection. 3) Work in groups on the topics and finish the presentations they will show as the result of their research. 4) Visit a cosmetic and/or pharmaceutical lab. Our students will learn how the latest innovations and technological development is developing. We want to introduce our students to some professions in this scientific field as well. 5) Visit to the residual management company (e.g. SADECO in Córdoba) wich has a recycling process to use sewage water to water the city plants, trees and drinking water. This part of our project aims to understand why safety and high quality is important in recycling. Having finished our Spanish and German project parts, we want to invite our hosts to Hungary and continue our common work in order to achieve the same target.

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

Objective 1

Title

What do you want to achieve?

We want our students to understand the importance of animals' and plants' for a better and sustainable future. We wish our students to understand how to avoid self distruction.

Explanation

How is this objective linked with the needs and challenges you have described in the previous question?

Our living and non-living environmental factors are tightly related to each other. In order for our students to see to what extend mankind can destroy our planet (including our health), we are visiting animal shelters and hospitals and different researcher centres and pharmaceutical companies as well. By familiarizing our students with activities and conditions

(animal protection, health, public education, utilities) that fundamentally and for a long time determine their attitude to a living and inebriated environment, our educational objectives can be achieved independently of national borders. As an educational objective, in addition to the constant use of the common working language, we want to emphasize the use of the ICT tools and platforms, as a new working language and an excellent way of sharing and presenting the facts we know

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

Our measurement tools are divided into two groups. 1. Results presentation and related measurements; If the project results in the questionnaires reaches the satisfaction of 85%; 2. Internal, project-carrying satisfaction measurements (measuring sheets, interviews); You can call your project successful - in students' presentations (success criteria): a. if participants understand the vulnerability of nature and recognise possible methods of protecting nature and can apply it in their immediate living environment. b. if participants recognise the importance of maintaining health and campaign against harmful substances and lifestyles. c. if participants use IT platforms at an appropriate level for knowledge sharing and project development. d. if participants use some platforms, such as Genially, BBColaborate, etc.. and they can reach other schools (50% of all) in our district with their information.

Objective 2

Title
What do you want to achieve?

We want our students to understand how humans develop different technologies. Saving our drinking water and guarantee maximum safety of its ingredients are a must today

Explanation
How is this objective linked with the needs and challenges you have described in the previous question?

It is essentially to develop an approach to sustainability and to transform it into our everyday life. Accordingly, we have selected activities among mobility programmes that raise awareness of the ecological, social and health vulnerabilities of the Earth. The pharmaceutical and cosmetics company only markets preparations whose entire manufacturing process is controlled. World-class manufacturing conditions, a well-trained workforce and a stable production environment are the guarantee of high quality and guarantee maximum safety for consumers. Our students also meet the latest top-technology of purifying sewage. During the project, the participating students carry out their own measurements examining the chemical composition of running water and minimum 2 local spring water sources. In doing so, oxygen content, phosphate content, water hardness and pH will also be measured.

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

Our measurement tools are divided into two groups. 1. Results presentation and related measurements (publication editing, symposium organisation, presentations and evaluation sheets to measure their effectiveness, worksheets, questionnaires, etc...); 2. Internal, project-carrying satisfaction measurements (measuring sheets, interviews); All our measuring tools are used in the framework of the project and discussed and analysed together with the participants. You can call your project successful (success criteria): a. if our students respond the questions (linked to the freshly seen and studied facts) of a worksheet successfully, above 85%. 4. if participants use IT platforms at an appropriate level for knowledge sharing and project development.

Objective 3

Title
What do you want to achieve?

We would like to introduce our students to different scientific vocations. We also want to show our students what NGOs and activities they themselves can actively do for a sustainable world.

Explanation
How is this objective linked with the needs and challenges you have described in the previous question?

Since it is not enough to see and hear possible efforts to protect our nature, maintain and develop safe technologies, it is advisable to introduce our students to the professions in which they can carry out these activities. It is important to know the challenges, joys, difficulties and necessary knowledge and essential skills of these vocations, which are essential for the exercise of these vocations. We focus mainly on scientific jobs and professions. It is helpful to know how the researchers prepared for their profession. We should increase the girls' interest in this profession. We introduce our students to the main steps and procedures of research and innovation, and we also present the daily routine of a researcher.

Measuring success

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

In a questionnaire we will ask our students to choose different professions for themselves. If 75% of the participants will choose any scientific profession(s) from a list of a wide variety of jobs, our project reached our aim successfully. We also ask our students to interview some young researchers at the visited companies about their activities and some problems they are facing with. These interviews will be summarized and presented to the school mates at the end of this project.

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

Career guidance Digital content, technologies and practices Science, technology, engineering and mathematics (STEM)

Activities

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

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

Activity type	Number of participants	Average duration (in days)	Number of accompanying persons	Average duration for accompanying persons (in days)	Total Grant
Group mobility of school pupils	30	10	4	10	42 356
	30		**4**		**42356**

Activity type	Organisational support	Individual support for participants	Individual support for accompanying persons	Standard Travel	Green travel	Course fees	Linguistic support	Preparatory visits	Exceptional costs	Inclusion support for participants	Inclusion support for organisations	Total
Group mobility of school pupils	2 000	20 880	5 616	11 560	15			2 300	0	0	0	42 356
	2 000	**20 880**	**5 616**	**11 560**	**15**			**2 300**	**0**	**0**	**0**	**42 356**

Summary of participant profiles

Activity type	Number of participants	Blended mobility activities	Green travel
Group mobility of school pupils	30	30	15

Group mobility of school pupils

In this part you should create a list of participants and groups of participants that you plan to involve in this type of activities. These details will serve to assess your proposal and to calculate the needed budget.

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

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

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

Mobility flow ID	Hosting organisation	Destination country	Number of participants	Duration (in days)	Number of accompanying persons	Duration for accompanying persons (in days)	Blended mobility activities	Green travel
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	15	10	2	10	☑	☐
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	15	10	2	10	☑	☑

Description (Group mobility of school pupils)

Please provide some basic information about your plans for this type of activities

If you plan to organise more than one activity of this type, your answers should cover all of the planned activities.

Please briefly describe the content of the activities you plan to organise.

By continuously working with the students at the host school in mixed groups, our students will continue to use the working language during the project. We also use some platforms, such as Genially, Slide Share, BBColaborate, Drive and may be others in pairs or groups of 3-4, within a topic to be developed which would be presented and explained during the project. By familiarizing our students with activities and conditions (animal protection, healthcare, public education and research work, basic utilities) that fundamentally and for a long time determine their attitude to a living and inebriated environment, our educational objectives can be achieved independently of national borders. As an educational objective, in addition to the constant use of the common working language, we want to emphasize the use of the ICT tools and platforms, as a new working language and an excellent way of contributing and presenting the facts we know and practiced. This is the proposal for our content-based program in Spain at our host school: 1) A visit an Endangered Species Recovery Centers (Seville).2) A visit an inlake "Laguna de Zoñar". A guided visit of a natural inlake in Andalusia. 3) Work in groups on the topics and finishing the presentations they will show as the result of their research. 4) A visit a cosmetic and pharmaceutical lab in Cordoba. 5) A visit to the residual management company (SADECO) which has a recycling process to use sewage water to water for all inhabitants as well as the city plants, trees and so on. We want to continue this project in Hungary together with our Spanish host school. The aim of that part will be the same, visiting similar venues. We would like to visit an animal shelter or animal hospital (in HUN Birds' Hospital), where we can learn about the need for care, the reasons that cause this care. Learn how to avoid devastating effects and prevent the destruction of the animal kingdom. What kind of civilian formations do we need to protect the animal kingdom? Since 1999, the Hortobágy Bird Hospital Foundation has been a non-profit NGO for the care and treatment of injured protected birds. In the visual

hospital, visitors can look at the convalescing birds and the operating room through transparent, soundproofed glass windows, and watch the healing process. The same goal is to visit an area of plant protection at Tisza lake. Our third goal is to visit a research base (Béres Pharmaceuticals) to learn about the scientific and technological background that protects our health. Béres products are inextricably linked to the concepts of quality, efficacy, and safety. The same as the sewage purifying company in Szolnok where the latest top-technology is used for our drinking water. During each activity, students work in mixed international groups. When processing and preparing their lectures and experiments, we must strive to collaborate, develop attitudes that help each other and come to common conclusions

Please define the expected results of the planned activities.

i. What benefits are the planned activities going to bring to the involved participants? What are they going to learn?

They all learn how to: -protect our living and non-living environment; -reduce the devastating effects and prevent the destruction of the animal kingdom; -develop different technologies and how the researchers' activities serve the progress; They all learn if: - they understand the vulnerability of nature and recognise possible methods of protecting nature and are able to apply it in their direct living environment; - they recognise the importance of maintaining health and campaign against harmful substances and lifestyles; - they understand and know the importance of science for social development; - they use IT platforms at an appropriate level for knowledge sharing and project development and will be able to use this knowledge in other areas; - they use the working language properly in the implementation of common project elements and in acquiring knowledge; - the groups of participants successfully inform others in their community about their observations and measurements.

ii. To which project objectives will the planned activities contribute?

Objective 1 : We want our students to understand the importance of animals' and plants' for a better and sustainable future. We wish our students to understand how to avoid self distruction. , Objective 2 : We want our students to understand how humans develop different technologies. Saving our drinking water and guarantee maximum safety of its ingredients are a must today , Objective 3 : We would like to introduce our students to different scientific vocations. We also want to show our students what NGOs and activities they themselves can actively do for a sustainable world.

iii. How are the planned activities going contribute to these project objectives?

1. Participants understand the vulnerability of nature and recognize possible methods of protecting nature and are able to apply it in their immediate living environment; 2. Participants recognise the importance of maintaining health and campaign against harmful substances and lifestyles; 3. Participants understand and know the importance of science for social development; 4. Participants will use IT platforms at an appropriate level for knowledge sharing and project development and will be able to use this knowledge in other areas; 5. Participants do not use and use the working language in the implementation of common project elements and in acquiring knowledge; 6. The groups of participants successfully inform those in their community about observations and measurements in experience presentations and excellent Internet news sites (blogs) and print feeds. 7. The participating students learn about different vocations in the field of science and nature conservation.

iv. How will you evaluate if the expected benefits for participants and other results have been achieved?

The project is evaluated on the basis of presentations based on the experience presented by the participants and different worksheets, questionnaires. The presentations receive feedback based on the perception of the external audience, which are jointly evaluated by the participants. 2 main evaluation areas can be distinguished: 1. Results presentation and related measurements (publication editing, symposium organisation, presentations and evaluation sheets to measure their effectiveness); 2. Internal, project-carrying satisfaction measurements (measuring sheets, worksheets, questionnaires, interviews); All our measuring tools are used in the framework of the project and discussed and analyzed together with the participants.

How you are going to select the participants for planned activities?

i. Please describe the selection process and the criteria you plan to use.

Criteria for selection: - Sensitivity to the protection of the environment. - Commitment to a sustainable environment. - Excellent Communication skills in English. - Multicultural demand. - Organizing activities. - Good presentation skills. - Outstanding interest in scientific innovations. - Age-appropriate level of ICT knowledge and practical knowledge. Students are selected based on a short presentation in English, up to a maximum of 10 minutes and in front of an audience. The topic can be freely chosen on the fields of sustainability problems and possible solutions for a narrower living environment. The assessment is essentially made by the audience and the 15 students are selected based on a sort of sequence. The selection of the 2 accompanying teachers will be based on the preparation of the detailed program plan, which will be evaluated by the heads of departments.

ii. Why did you choose this method of selecting participants?

As the output is a presentation based on observations, measurements and experience, the competences required for these are also fundamentally decisive in the selection process. In addition to student interest, the required level of observation, design, measurement and analysis and performance skills can only be assessed on the basis of a preliminary mini-project. Among teacher competences, the existence of organizational and planning competences is also essential. A preliminary, detailed program design can be an appropriate tool for measuring these at the time of selection.

Organisational Support (Group mobility of school pupils)

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

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

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

Mobility flow ID	Hosting organisation	Destination country	Number of participants	Number of accompanying persons	Organisational support base rate	Organisational support grant
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	15	2	100	1 000
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	15	2	100	1 000

Individual Support (Group mobility of school pupils)

Individual support covers costs of subsistence for participants and accompanying persons during the activity.

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

Mobility flow ID	Hosting organisation	Destination country	Number of participants	Duration (in days)	Number of accompanying persons	Duration for accompanying persons (in days)	Travel days	Individual support base rate for participants	Individual support base rate for accompanying persons	Individual support grant for participants	Individual support grant for accompanying persons	Total individual support grant
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	15	10	2	10	2	58	117	10 440	2 808	13 248
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	15	10	2	10	2	58	117	10 440	2 808	13 248

Travel (Group mobility of school pupils)

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

Mobility flow ID	Hosting organisation	Destination country	Number of participants	Number of accompanying persons	Green travel	Travel Distance	Exceptional costs for expensive travel	Travel unit cost	Travel grant
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	15	2	☐	2000 - 2999 km		360	6 120
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	15	2	☑	500 - 1999 km		320	5 440

Preparatory Visits (Group mobility of school pupils)

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

However, please keep in mind the relevant provisions of the Programme Guide: preparatory visits must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities. For example, preparatory visits can be organised to better prepare mobility of participants with fewer opportunities, to start working with a new partner organisation, or to prepare longer mobility activities. Preparatory visits cannot be organised to prepare a course or training activity for staff.

Mobility flow ID	Hosting organisation	Destination country	Number of participants in preparatory visits	Preparatory visit unit cost	Preparatory visits grant
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	2	575	1 150
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	2	575	1 150

Inclusion Support (Group mobility of school pupils)

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

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

Mobility flow ID	Hosting organisation	Destination country	Number of participants	Number of participants for inclusion support	Inclusion support for organisations	Inclusion support for participants	Description and justification of expenses
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	15	0	0	0	
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	15	0	0	0	

Exceptional costs (Group mobility of school pupils)

Exceptional costs may be claimed for a financial guarantee, if required.

Please keep in mind that accepted exceptional costs can be covered at a maximum of 80% of the paid amount.

Mobility	Hosting organisation	Destination	Number of participants in	Number of participants	Description and	Eligible	Requested

flow ID		country	the mobility flow	supported with this cost item	justification of expenses	costs	grant
GRP-01	IES MEDINA AZAHARA (E10178567)	Spain	15	0		0	0
GRP-02	Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH	Germany	15	0		0	0

Quality Standards

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

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

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

I. Basic principles

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

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

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

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

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

II. Good management of mobility activities

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

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

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

  If beneficiary organisations use programme funds to pay other organisations for specific implementation tasks, then the obligations of such organisations must be formally defined to ensure compliance with the Erasmus quality standards and protection of the Union funds. The following elements must be included in the formal agreement

between the beneficiary and the service provider: tasks to be carried out, quality control mechanisms, consequences in case of poor or failed delivery, and flexibility mechanisms in case of cancellation or rescheduling of agreed services that guarantee fair and balanced sharing of risk in case of unforeseen events. Documentation defining these obligations must be available for review by the National Agency.

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

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

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

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

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

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

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

III. Providing quality and support to the participants

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

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

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

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

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

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

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

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

- **Evaluation of learning outcomes:** learning outcomes and other benefits for the participants should be systematically evaluated. Results of the evaluation should be analysed and used to improve future activities.

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

IV. Sharing results and knowledge about the programme

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

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

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

Subscribing to Erasmus Quality Standards

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

☑ I have read and understood the above quality standards

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

Follow-up

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

We want to use our results in many areas of the school and its organizational daily routine. 1. Within the territory and in the immediate vicinity of our institution, we strive to practise the active activities of plant and animal protection. In addition to cultivating, planting and fielding plants, we also plan to install bird feeders. 2. We consciously apply continuous disinfection within the school. 3. We organize raising autention for good water usage. 4. In addition to water use, we are also running an additional campaign to streamline electricity use. 5. We organize a health day, during which the topics of medicinal products and supplements are described to the community of our school with the help of specialists. 6. We continuously use ICT platforms, applications, and other tools for knowledge sharing. We focus, in this new adventure, on new technologies of sharing works and learnings and an exchange more academic (more lessons time and presentations of their work and so on ...) 7. The school's annual work plan regularly incorporates the Scientific English Symposium on Our Sustainable World. 8. Our school wants to widen the circle of those schools participating in our annual Science Festival about the Sustainable World.

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

i. To share results within your organisation

We want to take many opportunities to make experiences and achievements accessible to other students within our school. On social media, we share the facts and procedures that everyone needs to do in order to be sustainable. We do the same with the information we see and learn in a written school newspaper and on the school's website. As part of the English-language Science Festival, which will be held during the upcoming academic year, we will present the project elements and activities that our students have seen, heard and practised.

ii. To share results with other organisations and the public

We want to take many opportunities to make experiences and achievements accessible to other organisations and the public as well. On social media too, we share the facts and procedures in order to raise awarness. As part of the Annual English-language Science Festival, which will be held this year, we will present the project elements and activities that our students have seen, heard and practiced. We are inviting all the Hungarian English-Hungarian Bilingual Schools to present us in this event their activities for being sustainable. We will publish the best presentations, experiments and other types of activities tightly linked to our project.

iii. To publicly acknowledge European Union funding

Every time we engage, we take pictures (photos and videos) that we use when the project is published and in which the European Union that sponsors the project is in the background. We will launch a competition for the preparation of this "molino" in the two applicant schools and we will use the most suitable one, which will please the two school communities. We also will mention in all the presentations taken by the participants that this entire project was supported by the European Union funding.

Project Summary

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

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

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

A joint project of a Hungarian , a German and a Spanish public education institutions focuses their students' attention on a sustainable world. 15 pupils visit their host school in Spain and in Germany to learn about how the living and inhuman environment intertwines and the negative effects that must be avoided in order to keep them in harmony and change according to their own development. The project develops knowledge that is integrated into the attitudes and views of students in several small steps and in different ways. At the end of the project, these specific insights will be presented to pupils in schools in the form of lectures.We would like to widen our previous Erasmus projects with a global issue. We want to familiarize our students with the dangers to our environment, the activities that destroy the environment and the knowledge they can avert and manage. We want our students to live their lives in the spirit of sustainability and to live their days consciously.

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

1. Participants understand the vulnerability of nature and recognize possible methods of protecting nature and are able to apply it in their immediate living environment; 2. Participants recognise the importance of maintaining health and campaign against harmful substances and lifestyles; 3. Participants understand and know the importance of science for social development; 4. Participants will use IT platforms at an appropriate level for knowledge sharing and project development and will be able to use this knowledge in other areas; 5. Participants do not use and use the working language in the implementation of common project elements and in acquiring knowledge; 6. The groups of participants successfully inform those in their community about observations and measurements in experience presentations and excellent Internet news sites (blogs) and print feeds.

iii. Implementation: What activities are you going to implement?

The educational objective of our project is essentially to develop an approach to sustainability and to transform it to our every day life. Accordingly, we have selected activities among mobility programmes that raise awareness of the ecological, social and health vulnerabilities of the Earth. It shows the dangers, the risk factors of the systems, all the human activities to be avoided, which threaten the very existence of life on Earth. The planned activities determine their attitude to a living and inebriated environment. Our educational objectives can be achieved independently of national borders. Concrete activities in Spain, Germany and Hungary: 1) A visit an Endangered Species Recovery Centres. 2) A visit an inlake (e.g."Laguna de Zoñar"). A guided visit of a natural inlake. 3) Work in groups on the topics and finishing the presentations they will show as the result of their research. 4) A visit a cosmetic and pharmaceutical lab. 5) A visit to the residual management company.

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

You can call our project successful (success criteria): 1. if participants understand the vulnerability of nature and recognise possible methods of protecting nature and are able to apply it in their direct living environment; 2. if participants recognise the importance of maintaining health and campaign against harmful substances and lifestyles; 3. if participants understand and know the importance of science for social development; 4. if participants use IT platforms at an appropriate level for knowledge sharing and project development and will be able to use this knowledge in other areas; 5. if the participants do not use and use the working language in the implementation of common project elements and in acquiring knowledge; 6. if groups of participants successfully inform those in their community about observations and measurements in experience presentations and in excellent Internet news sites (blogs) and print feeds.

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.
The maximum number of all attachments is 10.

Declaration on Honour

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

File Name	File Size (kB)
DOH -doc20210510145005.pdf	3061
Total Size (kB)	3061

Other Documents

Please attach any other relevant documents. Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details here

File Name	File Size (kB)
OTH -Nyilvántartásba vételi hatarozat1.pdf	40
OTH -utolso_hatarozat.pdf	93
OTH -Intézményi adatok.pdf	87
OTH -Adoigazolas_ORCHIDEA_MAGYAR-ANGOL_EN_KET_TANITASI_NYELVU_OVODA,_ALTALANOS_ISKOLA_ES_GIMNAZIUM.pdf	375
OTH -Adoigazolas_ORCHIDEA_MAGYAR-ANGOL_KET_TANITASI_NYELVU_OVODA,_ALTALANOS_ISKOLA_ES_GIMNAZIUM.pdf	375
OTH -Közpénzes nyilatkozat.pdf	34
Total Size (kB)	1006

Total Size (kB)	**4067**

Checklist

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

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

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

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: HU01 - Tempus Public Foundation

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

History

Version	Submission time	Submitted by	Submission ID	Submission status
1	10/05/2021 14:21:37	Szemeti Attila	1113826	Failed
2	10/05/2021 14:23:00	Szemeti Attila	1114119	Failed
3	10/05/2021 15:26:18	Szemeti Attila	1125700	Failed
4	10/05/2021 14:23:55	Szemeti Attila	1114323	Failed
5	10/05/2021 15:26:46	Szemeti Attila	1125790	Failed
6	10/05/2021 14:25:39	Szemeti Attila	1114617	Failed
7	10/05/2021 14:26:21	Szemeti Attila	1114861	Failed
8	10/05/2021 14:46:27	Szemeti Attila	1119653	Failed
9	10/05/2021 14:45:53	Szemeti Attila	1119501	Failed
10	10/05/2021 15:36:47	Szemeti Attila	1127135	Failed
11	10/05/2021 15:52:39	Szemeti Attila	1129169	Failed
12	10/05/2021 15:31:48	Szemeti Attila	1126449	Failed
13	18/05/2021 10:40:07	Szemeti Attila	1192375	Ongoing
14	18/05/2021 10:38:20	Szemeti Attila	1192241	Failed