

Application

Programme	Erasmus+
Action Type	KA120-SCH - Erasmus accreditation in school education
Call	2021
Round	Round 1

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Context

General information

Welcome to the application form for Erasmus accreditation in School Education

Before starting, you need to read the part of the Erasmus+ Programme Guide on Erasmus accreditations. Please pay particular attention to the rules for original content and authorship: your application must be written by your organisation. It is strictly forbidden to pay other organisations or external individuals for drafting the application on your behalf. It is also useful to take a look at the Programme Guide section about accredited mobility projects which describes the rules for further steps if your accreditation is approved. The Programme Guide is available on the Europa web: [here](#). Finally, before writing your answers, we advise you to read through the whole application form to better understand its structure and overall content.

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.

Each accreditation application covers only one field (school education, adult education, or vocational education and training).

If you would like to apply for more than one field, you will need to submit separate applications. Submitting more than one application for the same field is not allowed. If your organisation is already accredited, you cannot apply again in the same field.

Field	School Education
National Agency	HU01 - Tempus Public Foundation
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>

Accreditation type

What kind of Erasmus accreditation would you like to apply for ?	Accreditation for an individual organisation
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Please note that you cannot submit separate applications as an individual organisation and a mobility consortium coordinator in the same field. Mobility consortium coordinators are allowed to organise mobility activities themselves, so there is no need for double applications.

Successful applicants for Erasmus accreditation will gain simplified access to Key Action 1 funding opportunities in their field for the duration of the accreditation's validity, under the conditions defined in the yearly calls for proposals published by the European Commission.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Applicant organisation

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 Nyelvű Óvoda, Általános Iskola és Gimnázium (E10147515)

Applicant organisation OID	Legal name	Country
E10147515	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium	Hungary

Applicant Organisation Details

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

Background

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

This is a very important section. Giving informative and precise answers will let the persons assessing your application understand your context and your plans. Writing a good background will also help you when answering questions in the second part of the application.

Please keep in mind that the Programme is open to many kinds of organisations all over Europe. This application is designed to address all of them. Because of that, some questions may seem obvious or unnecessary to you. Even if it seems so, it is still very important that you give clear and precise answers. Make sure to read the questions carefully and to address all sub-questions. If some sub-questions are not relevant for your organisation, state so explicitly.

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' and can be adult education, vocational education and training, or school education.

Organisation Profile

The following information is completed based on the information linked to your organisation identification number (E10147515) :

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 (primary level)
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Please briefly present your organisation.

i. What are your organisation's main activities (in everyday work, outside of Erasmus+) ? 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.

Orchidea Hungarian-English Bilingual Kindergarten, Primary- and Secondary School (OHEBS) is a private educational organization located in Budapest, the capital of Hungary. The school is accredited by the Hungarian Ministry of National Resources, based on the Hungarian National Curriculum for Bilingual Schools, providing high quality compulsory education for both Hungarian and international students. The composition of the classes is completely multinational, almost 700 students represent 36 different nationalities. OHEBS 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 the majority of subjects are taught in English. Orchidea has always put considerable emphasis on international connection and has long been participating in Erasmus+ projects, thanks to this our international competitiveness.

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

Orchidea teaches students from 3 to 18 years. Our major sections are: Kindergarten (ages 3-6); Primary school (ages 6-14); Secondary school (ages 14-18).

The social and economic background of students' families is middle-high, parents are required to pay a tuition-fee. As there are different nationality children in each of the classes, coming from completely different cultures, the school has to invest considerable energy in ensuring a smooth inclusion for each individual arriving at any time of the year.

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

15

Please state the sources of funding for your regular operations and activities.

Orchidea School is a private school maintained by PRIZMA foundation. The foundation was set up in 2005 with the aim of creating and operating institutions, which provide space for education and community-building in bilingual, multicultural, human-centered environment.

Sources of funding for regular operation of our institutions are consequently the tuition fee provided by parents, but we also receive state subvention based on per capita amounts from the Hungarian State.

Student exchange trips and other travelling and external learning possibilities are integral parts of our operation and

activities. Most of these are ensured by European Union (Commission) subvention through Erasmus+ programmes. In average 30-40 children from our 700 students and almost 20 teachers have the chance to take part in different mobilities during one academic year. Until graduation our students gain learning experience in several countries and are well prepared to face challenges in higher education all over the world.

Thanks to Erasmus+ programmes we are yearly organizing science symposiums, which we are widening into international scale.

As Hungarian-English Bilingual Educational Institution we continuously thrive to improve the quality of subject-based teaching in English language. As in Hungary the number of bilingual teaching institutions has shown a significant increase in the past decade, but these schools are usually in lack of international experience in methodology and professional experience possibilities our future goal is to make our school a center of bilingual teacher training and bilingual services.

Therefore our foundation and school provides continuous and regular teachers forward training (teaching English as a foreign language in lower and upper primary and teaching students with special educational needs)

Prizma foundation puts a big accent on providing our international families with intercultural events, such as organizing Ramadan dinners, Chinese Moon Festival along with European celebrations.

Given our special situation the foundation also provides internal Gordon method trainings and trainings focusing on the integration of foreign students on the occasion of green school days (no teaching days).

Please describe the structure of your organisation.

- Are there different sections or departments in your organisation? If your organisation works in more than one field of education and training, please explain which sections or departments work in the field of this application.
- How is management and supervision set up in your organisation? Who are the key persons in charge?
- If possible, please include an organisation chart in the application annexes. This can help make your answer shorter and clearer. You can attach your organisation chart here: [Annexes](#)

Prizma Foundation advisory board consists of the foundation head (Efkan Ünlü), two foundation members and 3 supervisory board members. (<https://prizmaalapitvany.org/>)

Prizma Foundation has two major branches, respectively Central Education Services and Pangea Mathematics Talent Management Services.

The Central Education Services department (<https://ohebs.hu/>) provides the operation of 2 kindergartens, 2 primary schools and one secondary school under the name of Orchidea.

These 5 sections are involved in the present application.

Our Foundation is headed by Mr Efkan Ünlü, the General Director of Central Education Services is Ms. Zsuzsanna Várnai.

Primary schools and kindergartens are under the direction of Mr. Birol Inaltekin, Head of Primary Educational Services, the secondary school is under the direction of Mr. Ugur Ger, Head of Secondary Education Services.

Primary_district 13 principal: Mr. Zoltán Fodor, vice-principal (lower primary coordinator): Ms. Katalin Kányi

Primary_district 10 principal: Mr. Attila Szemeti, vice-principal: Törökné Holbis Erzsébet, lower-primary coordinator: Nagyné Nagy Krisztina

Kindergarten_district 13 and Kindergarten_district 13 principal: Ms. Ágnes Pintérné Tasnádi

Secondary principal: Ms. Ildikó Szalontai Tóth

The primary schools (respectively, district 10 and district 13) and secondary school work with the following subject departments:

1. English - department head: Ms. Almira Demirci and Mr. Miklós Földes
2. Hungarian - department head: Ms. Erzsébet Török and Mr. Bálint Fekete
3. Mathematics - department head: Mr. Kálmán Békési
4. Science - department head: Mr. Zoltán Kecskés
5. Physical education: Ms. Ottó Mór
7. Development: Ms. Andrea Alwázir

Besides educational departments the schools has a Secretariate, an Economic and Financial department (Maintenance and Cleaning services included here) and we are setting up a department for internationalization and Erasmus programmes.

Economic and Financial department: Mr. Azam Khan

Internationalization and Erasmus Programmes: Ms. Noémi Békei

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	703
Number of teaching staff	130
Number of non-teaching staff	10

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.

Building a good school reputation is the basis of modern school management in the Hungarian market as well. In case of 21st century European bilingual school, such as Orchidea is, the operation has to comply with European Education Area objectives (ET, educational policies like e.g Digital Education Action Plan (2021-2027) etc.). Coming up to these expectation requires a bit more than traditional Hungarian state schools are able to provide, and what is more important, it requires a different approach, a change of mindset. Participation in Erasmus programmes provides a significant contribution to this change of mindset.

NEEDS AND CHALLENGES:

1. Improving students' well-being:

A longer existing challenges are: the integration of foreign students, improving students results, effective bilingual teaching. A very timely challenge is the reopening after COVID lockdown:

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.

Expected results:

Concrete example: We have to ensure a smooth switch from online to offline and handle in a professional manner psychological aspects of staying away and then returning back to school.

Communicating and working through the ETwinning and other platforms was a valuable possibility in this frozen period.

2. Improving staff satisfaction

Providing long term perspectives for employees, e.g. improving the school staff's professional experience, such as language and ICT skills in an international environment. Increasing responsibility levels, but paralelly providing support at larger scale, strengthening network communication, informal communication.

Expected results: Teachers become more motivated, satisfaction and teachers loyalty increases, teacher retention rates increase, parents' satisfaction and loyalty increases together with it.

Concrete example: Yearly possibility to travel abroad in the framework of Erasmus projects, possibility to take part in international communication and to become responsible of operational tasks.

3. Creation of a STEM center and improving environmental awareness

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.

4. Developing school image

Building a unique school image through peculiar profiles, which are: Hungarian as foreign language teaching, English and second language teaching in specific language area via Erasmus programmes, introduction of European Baccalaureat and Cambridge Assesment System, introduction of integrated science teaching from the next academic year, making Orchidea the center of bilingual STEAM education.

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
Short-term projects for mobility of learners and staff in school education	1	0	0	0
Small-scale partnerships in school education	0	0	1	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?

The 15 years old Orchidea School has been participating in Erasmus projects for 5 years. KA1 programmes laid the foundation stones of our school's internationalization strategy and started to put spotlight on Orchidea as a school of international possibilities from primary school years. This image shift – together with unpleasant changes in the regulation and functioning of Hungarian state school sector - had a very positive effect on the school's popularity, consequently the number of teacher and student applications. Looking back we can say that Orchidea staff and student pool is more and more youthful, flexible and agile with an entrepreneurial mindset. We find it crucial to provide our teachers with state of art and continuous training as they are the key of our institutional development. Without aiming to give an exhaustive list in the former years our teachers have been involved in the following methodological and professional developments:

- Teaching English to Very Young Learners
- Happy Schools
- English Language Development for teachers & staff working in education B1/B2
- Creativity and Motivation in the Classroom with Teacher Language Development
- Tablets and Smartphones: Using Mobile Devices as Educational Tools
- Neuroeducation and Coaching
- ICT as a Tool for a StudentCentered Classroom
- Fluency and English Language Development for Educational Staff
- Structured Educational Visit to Schools/Institutes & Training Seminars in ICELAND
- Creative Teaching in Primary Classroom
- Course on Multiple Intelligence Theory
- Problem Solving and Decision Making
- Human resource management
- Art as therapy: self-expression and special needs in art education
- A Satisfying School Experience
- Tablets and Smartphones: using mobile devices as educational tools
- Using Technology in the Classroom
- Technology Enhanced Learning

After carrying out two succesful KA1 project, the launching of our first KA2 programme with the cooperation of 4 institutions opened new perspectives of experience based learning and the sharing of good practices. The aim of this project " The river of challenges" is to provide our students with more holistic, project-based knowledge in science subjects in English and bilingual and often multilingual environments. This type of education might provide a methodological tool for the challenges of European educational systems by developing and testing a harmonised curriculum for a water management project as well as many others of this kind in the future. Partner schools have all been organising several exchange programs and have already gained active professional relations. One of them (Medina Azahara- Spain, Cordoba) already boasts of 5 year Erasmus accreditation and was ready to mentor Orchidea in the present application process.

How did previous participation in Erasmus+ affect your organisation? What did you learn? What capacities did you develop?

Project management experiences of the former Erasmus programmes have been disseminated at large scale (workshops, Erasmus facebook site, ETwinning, Erasmus Programme Resource Platform) and integrated into our schools' operation.

Throughout the years of mobilities and exchange trips the internationalization strategy became one of the major guidelines of our operation. School staff members (teachers and other workers as well) gave increasingly positive feedback about our international projects. (Even the restauration service providing us with students' daily meal considered it is a constructive experience to learn about national school meal standards and the fact that well-balanced school meals have been linked to improved concentration in class, better educational outcomes and fewer sick days.) Year after year teachers and students are asked to tell their opinion about previous programmes through a questionnaire, from which we learnt that they not only are satisfied with former programmes but start to rely on them considering professional development and future goals.

Applicant teachers and students frequently refer to Orchidea Erasmus programmes as one the reasons for they have chosen our school. In this respect it is our obligation to create a solid framework of international possibilities both for our staff and students at primary and secondary school levels.

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.

Strategic Documents

To complement the answers provided above, you can include relevant strategic documents to support your application.

An internationalisation strategy or another kind of organisational development strategy is the most relevant type of document that you can include. The strategy can be written specifically for your Erasmus accreditation application, or it can have a more general character.

Strategic documents are not an obligatory part of your application. However, they can give useful context to explain your objectives in the Programme, especially if you plan to apply for larger amounts of financial support or a large number of participants. If you decide to attach strategic documents, make sure to explain why you have included them when answering the questions about your Erasmus Plan. Attached documents that are not explained and linked to your Erasmus Plan will not be considered as relevant by the experts assessing your application. It is also not permitted to use attachments to provide longer answers to the same questions as in the application form. In case you are not sure if one of your documents could be annexed as a strategic document, please contact your National Agency for advice.

You can attach your strategic documents here: [Annexes](#)

Erasmus Plan: Objectives

Introduction

What is an Erasmus Plan?

The Programme's Key Action 1 provides learning mobility opportunities to individuals and supports the development of education institutions and other organisations involved in lifelong learning in Europe.

The funding your organisation receives from the Programme should contribute to both of these objectives. It means that by organising mobility activities for your participants, you should also work on broader objectives of your organisation. To achieve that, in the following sections we ask you to develop an 'Erasmus Plan': a plan that links mobility activities with your organisation's needs and objectives.

Your Erasmus Plan should answer one key question: how are you going to use the Programme's Key Action 1 funding to benefit your organisation and all of its staff and learners, whether they take part in mobility activities or not.

The Erasmus Plan is composed of three parts: objectives, activities and planning for management and resources. You will also be asked to subscribe to a set of Erasmus quality standards that define a common set of guidelines for organisations taking part in the programme across Europe.

What is a good Erasmus Plan?

The most important thing to consider is that your Erasmus Plan should be coherent and appropriate for your organisation, its experience and its ambition. The application must be an original proposal, written by your organisation and specifically for your organisation. When answering questions and defining objectives, you should be as concrete as possible and you should refer to your other answers, in particular those in the 'Background' section where you have described the needs and challenges you want to tackle in your organisation. If you have attached any strategic documents to your application, you should also refer to them in your answers. Do not hesitate to repeat an important piece of information if you think it will help the assessors understand your plans and objectives.

Your Erasmus accreditation application should be a result of joint work in your organisation. Your answers should be a result of a discussion with relevant colleagues and managers. If you find the application too difficult, you can consider reducing the number of objectives and participants that you are proposing. Erasmus accreditation is designed to allow organisations to learn and develop over time. Taking a gradual approach to your participation in the Programme will not reduce your chances of being successful.

How long is the Erasmus accreditation valid?

If your application is approved, your organisation's Erasmus accreditation will stay valid at least until the end of the current programming period in 2027, under the condition that your organisation keeps fulfilling the obligations defined in the Call for Erasmus accreditations.

The Erasmus Plan that you submit in this application can cover a shorter period of two to five years. In the following sections, you can choose the length of your Erasmus Plan yourself by defining your objectives and estimating the number of mobility activities you want to organise in the next years. Based on your application, the National Agency will define the timing of periodical accreditation progress reports and future updates to your Erasmus Plan to make sure it stays up to date. If important changes happen in your organisation, you will also be able to request an Erasmus Plan update yourself.

Objectives

Please define the objectives your organisation wants to achieve by implementing Key Action 1 mobility activities.

Your objectives should be concrete, realistic, and should represent a real benefit for your organisation. Make sure to link them to the needs of your organisation and its learners. If you have attached any strategic documents as explained in the 'Background' section, you should make sure that relevant objectives from those documents are translated to your Erasmus Plan in this section. If needed, you can repeat information from your earlier answers, or simply refer to them as part of your explanations for defined objectives.

If your accreditation is approved, your progress towards achieving the Erasmus Plan objectives will form a part of the evaluation of Erasmus activities you implement. Therefore, you need to choose objectives that are possible to track and you need to explain how you are going to evaluate your progress. You can specify between one and ten objectives.

Please list your objectives below.

Objective 1

Title

What do you want to achieve?

Integration methods of foreign students into the school community

Explanation

How is this objective linked with the needs and challenges you have explained in the section 'Background'?

We have a lot of foreign students in our school premises. Many come to us unfamiliar with our language or culture. We currently have 209 foreign students, which is nearly 1/3 of the total number of students' population. 32 other students are dual nationals. Since the Hungarian pedagogical methodology traditionally is not rich in the education and integration of foreign students in schools, it is necessary to get acquainted with international good practices for all our colleagues. To do this, it is necessary to get acquainted with the school atmosphere that experiences successful practice every day, and to map the possible methods. We would like to learn about the good methods of the following fields and exercises:

- 1) Integration of foreign pupils in schools
- 2) Methodology for learning the majority language;
- 3) Introducing national culture;
- 4) The role of student governments in integration processes.

Timing

When do you expect to see results for this objective?

Short term, medium term, long term objectives: In the short term (1 year) the development of working groups in which teachers develop the school adaptation of the collected good practices from Europe. In the medium term (year 2) the operation of the system of good practice in schools. In the long term (after year 2) sharing our own school experience with other Hungarian schools. Organizing workshops and teacher trainings.

Measuring progress

How are you going to track and evaluate your progress on this objective?

The first step in proper evaluation is to identify the starting points. These measured results are compared with new measurements per trimester during a school year. In addition to the sociometric survey of foreign students, the results of the measurements will be the focus group interviews of the parents. In addition, we analyze both the progress results of the majority language and other subject achievements and their development. If the results obtained show an increase in integration and the development of language competence, then our program can be called effective.

Objective 2

Title

What do you want to achieve?

Implementation of Integrated science teaching at school

Explanation

How is this objective linked with the needs and challenges you have explained in the section 'Background'?

The national core curriculum, established in 2020 in Hungary, provides an opportunity to introduce the integrated science subject in both primary and secondary education instead of teaching segregated science subjects. Currently, there is no special teacher training in this subject in Hungary. Teachers of sciences currently in our staff may be further trained in this subject. In many countries of Europe, there are schools where this subject has been taught successfully. Our faculty must be familiar with the pedagogical good practices that can be applied in the teaching of the subject. In addition to the comparative analysis of curricula, we would like to carry out textbook and workbook analysis and lesson analysis with professional discussions. Our plans include the development of an experimental workbook containing exercises that can be used at different educational levels and grades as well as a series of laboratory workshops. Our running KA2 project is making part of this process.

Timing

When do you expect to see results for this objective?

In the short term (year 1) we develop our local curriculum based on the curriculum analysis and on its international comparison. In the curriculum structure, we follow the already established good practices. In the medium term (year 2) our task will be to select the teaching tools that can be assigned to the curriculum, which will help the methods already applicable in the classroom work. In the long term (after year 2) we plan to organize teacher trainings and manage student projects.

Measuring progress

How are you going to track and evaluate your progress on this objective?

The evaluation of the programme will be carried out in the field of content and in the feedback on student achievements. First, we carry out a content comparison of the national curriculum with the experiences we have gathered in Erasmus + mobility abroad. Experience and good practice are incorporated into the content of the national core curriculum so that they are suitable for the development of a local curriculum. We evaluate the local curriculum with an external expert and assess the necessary tools for its implementation, the acquisition of which will be fulfilled by our foundation that maintains our school. During internal teacher trainings, we analyse the final local curriculum and carry out trial teachings. We will use a control group of other schools on a given topic. In addition to the content aspects, we carry out a continuous analysis of student performance. In addition, we will organize student projects in all grades. We will continue to expand the Science Festival.

Objective 3

Title

What do you want to achieve?

Implementation of EB system and Cambridge Assessment system

Explanation

How is this objective linked with the needs and challenges you have explained in the section 'Background'?

In our secondary school section, it is possible to pass the Hungarian national baccalaureate exam with the content and form appropriate to the bilingual schools. Since there are many foreign students in our institutions (cca.30%) and many of them spend a few years temporarily in our country, we should provide the opportunity to develop a well-accepted baccalaureate exam form. European Bac in European schools gives us the opportunity to use the language used as a second language in our school in addition to using the mother tongue within the final exam. European Bac results are known and recognized throughout Europe, so our relocating foreign students who move back from us are more likely to continue to study in Europe. We would like to complement the curriculum system of faculties of subjects with the content experience gained in European schools. We also want to provide an opportunity to measure high-level language competences by joining in Cambridge Assessment Center.

Timing

When do you expect to see results for this objective?

In the short term, we will collect curriculum requirements and student competence requirements for compulsory baccalaureate subjects based on European baccalaureate materials. These expectations will be incorporated into the system of the faculty curriculum. Later (after year 2) we develop faculties for optional subjects whose content is harmonised with the European Baccalaureate. With the same timing, we incorporate cambridge assessment expectations into the English language curriculum.

Measuring progress

How are you going to track and evaluate your progress on this objective?

The evaluation of the program will be carried out in the field of content and in the field of student achievements and feedback. First, we carry out a comparison of the content of the national baccalaureate exam with the experiences we have gathered in various European Schools during Erasmus + mobility. Experience and good practice are incorporated into the requirements of the national baccalaureate. Our exam system based on the local curriculum is evaluated and assessed by an external expert – the pedagogical expert of the European Schools – and the necessary tools for its implementation. During internal teacher trainings, we analyze the final local curriculum and exam requirements, and then we organize mock exams. We will use the control group of another school from the given subject. In addition to the content aspects, we carry out a continuous analysis of student performance.

Objective 4

Title

What do you want to achieve?

Professional development in STEAM subjects - School STEAM profile

Explanation

How is this objective linked with the needs and challenges you have explained in the section 'Background'?

Integrating concepts, topics, standards and assessments is a powerful way to disrupt the typical course of events for our students and to help change the merry-go-round of "school." STEAM is a promising approach to impacting student achievement and teacher efficacy. The STEM to STEAM movement has been taking root over the past years and is surging forward as a positive mode of action to truly meet the needs of a 21st century economy. STEM alone misses several key components as critical for our children to thrive in the present and rapidly approaching future. STEAM is a way to take the benefits of STEM and complete the package by integrating these principles in and through the arts. STEAM takes STEM to the next level: it allows students to connect their learning in these critical areas together with arts practices, elements, design principles, and standards to provide the whole pallet of learning. We would like to collect good practices, contents and methods to carry out these aims.

Timing

When do you expect to see results for this objective?

In short term: Collaborative planning, including a cross-section of teachers on each team; Adjusting scheduling to accommodate a new way of teaching and learning, in mid term: Professional development for all staff in STEAM practices and principles; STEAM schema-mapping for the curriculum and assessment design process; Alignment and unpacking of standards and assessments; Seamless lesson implementation processes and strategies. In long term (after year 2) we are practicing our own STEAM system.

Measuring progress

How are you going to track and evaluate your progress on this objective?

There are going to be lots of investments into the newly formed STEAM programmes. We are continuously evaluating the success and use of these investments in the following fields (with the students' evaluation feedback and the students' achievement analysis): providing mobile devices for students (sometimes in the forms of computer labs, and other times in the form of 1:1 – a single device for each student); after-school STEAM clubs or programs; STEAM curriculum, where projects using STEAM practices are embedded BYOD initiatives (bring your own device); STEAM days to encourage hands-on exploration within each of these disciplines; robotics programs; programming in ICT courses in different grade levels; 3D printing in different grade levels (kindergarten, lower and upper primary as well as secondary education).

Objective 5

Title

What do you want to achieve?

Improvement of teachers' language and IT competencies

Explanation

How is this objective linked with the needs and challenges you have explained in the section 'Background'?

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 the practical usage of ICT in the direction of environmental protection. Therefore we teach all the STEM subjects in English in our upper primary and secondary sections. We would like to complete it into STEAM. The strengths of our school are our students' language skills, their multiculturalism, increased interest in STEM subjects and the conscious use of digital learning.

To achieve this we plan to regularly organize:

- STEAM teaching methodology workshops for staff and invited partners (using job shadowing experiences, learnt good practices)
- English language trainings for our staff and invited teachers from partner schools held by our native English teachers
- ICT and specifically online teaching trainings

Timing

When do you expect to see results for this objective?

Our staff members are going to take part in different language courses aimed at teachers and educational staff who are interested in developing their English language skills to be able to communicate more effectively and with greater confidence. These courses also should include a number of lessons that focus on cultural topics, for instance, local traditions, history and geography. Having finished the project the participants should get the C1 language exam certificate.

Measuring progress

How are you going to track and evaluate your progress on this objective?

Outcomes and the fields of the evaluations:

- Enhance the knowledge of general English working towards a C1 level.
- Have the opportunity to practice English and gain confidence in using the language.
- Have confidence in content based instruction.
- Engage in a number of practical activities that encourage critical thinking.
- Explore English from a cultural perspective.
- Enhance the knowledge of digital teaching platforms and methods.
- Have confidence in the usage of digital platforms and content sharing.

Who were the persons involved in defining your Erasmus Plan objectives? What kind of discussions or preparation took place?

From the faculty, Ms.Noémi Békei (science department and international relations) and Mr Zoltán Fodor (head of primary district 13) formed the main directions, ideas and development goals in constant consultation with the educational management board, the Prizma foundation council and economic and subject department heads. The Director-General of our institution, Dr. Zsuzsanna Várnai, is also continuously involved in shaping the directions. The working communities assessed the directions and goals in a continuous discussion. In February, there will be a meeting of the faculty (organised with teachers from all sites) where the application objectives will be analysed and supplemented in detail. As our programmes can only be implemented in an international environment, we are in constant contact with various European public education institutions to make our outlined goals available. These include partners who have previously been partners in several other Erasmus projects (Spain: IES MEDINA AZAHAR, Córdoba; Germany: Mindeltal-Schulen Jettingen-Scheppach der Vision Privatschulen gGmbH, JettingenScheppach; Leibniz Gymnasium Dortmund International School; Netherlands: SCALA COLLEGE). At the same time, there are institutions with which our professional cooperation is now taking shape (Portugal: Agrupamento de Escolas de Santo André, Barreiro. Belgium: European School of Brussels I; Luxembourg: European School of Luxembourg II; Italy: Itet Andrea Mantegna, Mantova).

We launched consultation with European schools working with Hungarian language sections.

Since in several cases we need control groups to validate our results, we strive to establish an active professional relationship with several Hungarian bilingual schools as well.

Erasmus Plan: Activities

In this section you are asked to propose a broad planning for activities you want to organise and participants you want to support with the Programme funds.

The targets you propose here are not binding for your organisation, nor for the National Agency because the final number of implemented activities may depend on various factors, including availability of funding.

Your proposed targets will be assessed based on how realistic and appropriate they are for your organisation's size, experience and Erasmus Plan objectives. The experts assessing your application may recommend revised targets, in order to stay realistic and proportional to the overall availability of funding.

How many participants would you like to support with Programme funds? Please propose an estimation for at least two years.

Year	Estimated number of learners	Estimated number of staff
Year 1	15	20
Year 2	20	10
Year 3	0	15
Year 4	20	10
Year 5	30	30

Please briefly explain how did you make your estimations for the number of staff and learner participants per year.

We want to involve all our teachers working at different educational level in our Erasmus+ programs. Teachers from both kindergarten and primary and secondary schools can participate in our planned projects. Over the next five years, we aim to attract as many students and teaching colleagues as possible to Erasmus+. As all planned programmes are fundamentally development for our institutional professional work, it is appropriate that nearly all members of the faculty could participate in one of the programmes. Among the students, we expect the participation of those who have limited opportunities to broaden their horizons and develop their language skills and competences beyond the country. Over the course of five years, we intend to actively involve nearly 80% of teachers and nearly 25% of pupils (aged 11-18) in mobility programs, based on the total number of pupils and teachers, while we expect the entire school community to be part of the domestic period of implementation. In the case of teachers, with the exception of mobility planned for the fifth year, we want to achieve planned goals for which there is no domestic teacher training or limited opportunities exist only.

Why do you think that your estimations for the number of staff and learner participants per year are realistic and appropriate (considering your organisation's experience, size and Erasmus Plan objectives)?

In the first year, we would like to involve the leaders of the local student government of our member institutions in the project supporting and aimed at the school and general cultural integration of foreign students, so that they can incorporate their own experiences into their daily practice as easily as possible. In the same project, teachers from all levels of education (kindergarten, primary and secondary school) are involved, so we would like to involve colleagues from all three levels of education in a proportionate way. Of course, we are counting on colleagues who are in direct contact with foreign students every day in our classrooms. Thus, Hungarian as a second language is played a significant role as teachers of a foreign language, as well as by specialist teachers teaching subjects in English. They are the ones who perform the most direct educational tasks with foreign students in their daily work and routine. During the second year, we expect teachers of primary and secondary schools science courses and students with special interest in science subjects. The number of students here is higher because we want to provide an opportunity for the cross-border implementation of a wide variety of different student project work. The exam-centric thematic part, planned for the third year can provide practical help to secondary school teachers only. There will also be students who will perform a significant task and put a huge amount of work in trying out the acquired knowledge during the trials and mock exams. Similarly, to integrated science, the project to develop STEAM methodology and capability are aimed mainly at teachers of STEM subjects in primary and secondary schools as well, completed by teachers in computer science and the arts. In the last, fifth project year, we want to provide opportunities for teachers and students whose language and digital competences need to be improved to achieve our common institutional goals. The estimated student number includes who cannot travel abroad easily or can not take part in these types of courses.

What profiles of staff and learners do you plan to involve? Please explain the reasons for your choices in relation to your objectives. If you plan to involve participants with fewer opportunities make sure to mention them and the types of activities where they will be involved.

As can be seen from the foregoing, the selection of participants depends on the scope of activities. Projects will be attended by those who can benefit from the knowledge experienced in foreign institutions in their daily work. The most common goal is for the fifth year, so the number of participants is highest among both pupils and teachers. Obviously, the

least people will participate in our project planned for the third year, which is basically aimed at expanding the exam system, as it affects secondary school teachers the most. In the first year, we would like to involve the leaders of the local student government of our member institutions supporting the general cultural integration of our foreign students, so that they can incorporate their own experiences into their daily practice. In this project, teachers from all levels of education (kindergarten, primary and secondary school) should be involved in a proportionate way. Of course, we are counting on colleagues who are in direct contact with foreign students every day in our classrooms. Thus, Hungarian as a second language is played a significant role as teachers of a foreign language, as well as by specialist teachers teaching subjects in English they are the ones who perform the most direct educational tasks with foreign students. During the second year, we expect teachers of primary and secondary schools science courses and students with special interest in science subjects. We want to provide an opportunity for the cross-border implementation of a wide variety of different student project work therefore the number of the planned students is a bit higher here.

Erasmus 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 call for Erasmus accreditations. 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 Erasmus accreditation, your organisation must subscribe to the Erasmus quality standards and accept to be evaluated based on those standards. Since the Erasmus accreditation is valid for the whole period of the future Programme, your organisation's performance in maintaining the Erasmus quality standards will also influence how much funding you may receive in subsequent years.

Please read the following statements carefully and confirm your agreement:

- ☒ I have read and understood the above Erasmus quality standards
- ☒ I understand and agree that Erasmus quality standards will be used as part of the criteria for evaluation of the activities implemented under this accreditation
- ☒ I understand and agree that the results of the evaluation based on these standards will form a part of criteria for decision on any subsequent grants under this accreditation

Erasmus Plan: Management

In this section you should explain how you plan to set up the management of Key Action 1 mobility activities within your organisation to make sure their implementation is successful.

Please read the Erasmus quality standards explained in the previous section and discuss them with your colleagues and management. Your answers in this section should show that your organisation has assessed the resources and staff needed to implement the planned activities in accordance with the set standards.

Quality Standards Part I: Basic principles

What will your organisation do to contribute to the basic principles of the Erasmus accreditation described in the Erasmus quality standards?

i. Inclusion

According to Erasmus quality standards participation in student and teacher mobilities are open for all school members. As our yearly science symposium is gathering a lots of talented students from other bilingual schools throughout Hungary, as part of the prize we plan to involve the prize winners in Orchidea mobilities .

Particular attention is paid to foreign students with parents speaking neither of school communication languages (English and Hungarian), by informing them directly and through several communication channels (interpreters involved).

ii. Environmental sustainability and responsibility

Throughout the process of the implementation of mobilities we put a particular accent on reducing our carbon footprint during our trips. We seek ways of transportation that is not only the most cost efficient but sustainable as well:

- using bikes in short-distance intra- and interurban transport (eg.: in our KA229 programme it is among the eligibility criteria for students that they should be able to ride a bicycle and ready to do so even in cooler weather. In Alphen aam den Rhine (the Netherlands) and in Dortmund (Germany) cycling between activity locations is a planned programme.)
- we avoid flying to nearby destinations, we prefer travelling by train even if it requires extra days of staying (advantages: 1. using night wagons is a great fun for students, 2. they also get a closer view of the countries visited, 3. it less risky in covid times)
- we prefer a non-stop flight

Environmental sustainability has been a guiding principle in our Erasmus projects from the beginning.

iii. Digital education

Our activities and mobilities include various forms of virtual cooperation:

- KA2: international groups of students working together on projects via ETwinning,
 - KA1: Teachers' mobilities prepared and dissemination of the results carried out with the help of joining to the host schools digital platforms.
- etc.

A maximum use of digital tools helps us to bring our partners close in the periods between mobilities, but even more: In the 2019-20 period we learned that in extreme circumstances this is the only way of communication.

Personal and material conditions: Only digitally competent and confident teachers are able take part in Erasmus programmes, but it is also crucial that the school should be provided with user-friendly tools and secure platforms. In Hungary there is still space for improvement in this regard, and a huge need for incorporating specific international experience. E.g.: restricting or prohibiting mobil phone instead of turning it into the best learning tool.

iv. Active participation in the network of Erasmus organisations

Throughout 5 years of ongoing Erasmus projects orchidea School got acquainted with the network of Erasmus organizations and forged close links with the Hungarian national agency (Tempus Közalapítvány).

The European Education Area including the Erasmus Student Network and the European Association of Erasmus Coordinators provided us with valuable information about how to put our international students on the trajectory of academic success (career guidance, international student internships, summer internship possibilities) and how to meet the needs of our bilingual teachers (Open Innovation Network, training courses for professionals, mentoring programmes).

Close contacts with strategic partner schools possessing more experience in project organization opened new perspectives, e.g. our already accredited Spanish partner school encouraged us to apply for Erasmus accreditation by sharing experiences and good practices with us.

Quality Standards Part II: Good management of mobility activities

How are the mobility activities under the Erasmus accreditation going to be coordinated and supervised in your organisation?

- How did you decide who will be your organisation's Erasmus coordinator?
- Who will be responsible for monitoring and ensuring that the Erasmus quality standards are being respected?
- How is your organisation's management going to be involved in the implementation of mobility activities under the Erasmus accreditation?

The coordination task was announced by the management of the faculty. Among the applicants, the faculty decided in agreement with the maintainer. The supervisor's duties are filled by the institutional directors and the Director-General of the Orchidea School. The assistant duties are filled by interested colleagues who would like to participate actively in the entire Erasmus+ program. They are the ones who are fully informed, they can understand the tasks and procedures as well as the timing process. They are the ones who can perform managerial duties if necessary according to their abilities. The heads of the institution will accompany the process and, if necessary, draw attention to the need for changes.

If there are changes in the staff or management of your organisation, how are you going to make sure that the implementation of planned mobility activities can continue?

Since our planned Erasmus+ programmes are the result of management and faculty decisions and discussions, these common goals are the responsibility of the respective coordinator and school supervisor in case of any personnel changes. They are the ones who must carry out the projects in all circumstances. Availability of tender documentations of running granted projects on our school drive and the existence of our internationalization department makes any transfer possible in case of need.

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

All of our programs aim to renew the entire school system, so incorporating good practices is a basic condition for modern education and instruction. Accordingly, the thesis laid down in our school documents is the basis for the day-to-day practice (such as Pedagogical Program). Results of the implemented mobility activities will have to be introduced into the basic principles and planning of teaching included in the Orchidea Pedagogical Programme. Once making part of this document project results are officially incorporated in our educational institutions' daily teaching-educating routine.

Concrete examples:

1. Integration method of foreign students: Learnt methodologies (mentoring, language help, concrete programmes) for providing the way of a smooth transition will be harmonized with already existing techniques and the functioning of these new tools will be monitored.
2. Integrated science subject teaching: Integrated science will replace distinct science subjects, in our primary schools and the following year - as optional - in our secondary school. As this requires the replanning of our science timetables and teachers schedules preparation for this change has to be started at least one year earlier.
3. Introduction of EB and Cambridge Assessment System:

The European Baccalaureate is a bilingual diploma taken at the end of the seventh year of secondary education. Students must study a minimum of ten subjects and are examined by means of written and oral examinations and by continuous assessment. Students also have to be fully proficient in two languages. By becoming an accredited EB school Orchidea secondary will experience a significant change in the educational structure and learning opportunities as students will get the choice to obtain an EB degree parallelly with the Hungarian Central Baccalaureate. The EB is administered and directly supervised by an external examining board, Orchidea has to establish and maintain continuous working contact with this European body.

The Cambridge pathway leads from Cambridge Primary to Cambridge Lower and Upper Secondary and Cambridge Advanced.

It offers a wide range of subjects and give schools flexibility in how to offer them tailored to the given school's needs. It also valuable possibilities for teachers' training. The same way as the EC, this learning opportunity will be provided besides education based on the Hungarian National Curriculum to which our school is binded, but this system is more comprehensive as it provides different levels of international qualifications for different age groups. This is very advantageous considering Orchidea's continuously changing student pool (families on the move).

4. Development of STEAM methodology: Introduction of project based subject curricula into the pedagogical programme and this way everyday teaching.

5. Improving teachers' language and IT skills: Delivering the needed tools to optimize transfer of the gained IT and language knowledge to students

Quality Standards Part III: Providing quality and support to the participants

Please describe how you plan to divide the tasks for implementation of planned activities.

- Apart from the Erasmus coordinator and other persons listed as associated persons in this application, what other people will be involved and how?
- Who will be responsible for the different implementation tasks (such as finances, practical arrangements, preparation and monitoring of participants, content of the activities, or communication with partner organisations)?

At present at Orchidea we have a general Erasmus coordinator and her substitute. As the scale Erasmus activities is growing and the process of internalization is becoming one of the guiding principles of our pedagogical programme we are planning to set up a distinct department for "Internationalization" which will handle all mobilities for staff members and students. This enables us to work in the future as well without the involvement of supporting organisations (outsourcing tasks that could be handled inside our institution).

The tasks of direct implementation (content of the activities, daily communication with partners, monitoring, mentoring and support of participants at the host organisations) will be delegated to colleagues working at 3 levels of institutions and two locations (10th and 13th district). At each level and location an Erasmus coordinator will be appointed, this five persons together will make up the Internationalization Department.

This department will be linked to the Financial Department, Primary and Secondary Subject Departments, Kindergartens and the School Management Board.

This way different implementation tasks will be carried out following the principle of subsidiarity, but supervised by the School Management Board.

The Internationalization Department will also be engaged in dissemination of results to stakeholders and external partners and continuous advertisement of Erasmus programmes. Erasmus involvement is a strong pillar of our school image, participation in programmes is open for all students and staff, participation in project organization is a remunerated activity, making part of the job description, call for this job is open for any staff member having a good command of English and willing to be engaged for a longer time.

The planned activities are grouped around the five main objectives set and planned to be managed by the following managers (who work together with the internationalization department):

1. Integration method of foreign students: Both kindergartens, both primaries and secondary schools (Attila Szemeti, Zoltán Fodor and Ildikó Szalontainé), with a special attention to Primary district 13 (Szemeti Attila and Törökné Erzsébet) – this institution has the highest number of foreign students and problematic cases respectively
2. Integrated science subject teaching: Both primaries and the secondary school involved (Zoltán Fodor, Attila Szemeti, Ildikó Szalontainé)
3. Introduction of EB and Cambridge Assessment System: secondary school only (Ildikó Szalontainé)
4. Development of STEAM methodology: Both primaries and the secondary school involved (Zoltán Fodor, Attila Szemeti, Ildikó Szalontainé)
5. Improving teachers' language and IT skills: All five institutions

Quality Standards Part IV: Sharing results and knowledge about the programme

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, radio and broadcasting and on the school's website as well. 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. We also share our entire good practices learnt in Erasmus + programmes with the entire school community including parents and the local inhabitants living nearby.

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 awareness. 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.

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -doc20211018164230.pdf	3037
Total Size (kB)	3037

Other Documents

Please attach any other relevant documents. The organisation chart and other strategic documents referred to in the section 'Background' should be uploaded here. 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 -OHEBS ORG. CHART.docx	130
Total Size (kB)	130
Total Size (kB)	3167

Checklist

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

- ☒ It fulfills all of the criteria defined in the Rules of application for Erasmus accreditations.
- ☒ 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 the selected National Agency 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](#)

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Submission History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
1	18/10/2021 15:16:19	KOVACS Gabriella	1290601	Submitted