



Context

Main objective of the project	Exchange of Good Practices
Project Title	The river of challenges
Project Acronym	RICH
Project Start Date (dd-mm-yyyy)	01-09-2019
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	31-08-2021
National Agency of the Applicant Organisation	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>



Project Summary

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

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

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

"The river of challenges" project sets as an objective to share good practices towards a harmonised and more holistic, project based teaching of science subjects, in bilingual environment, including practical experience abroad. The project aims to provide a methodological tool in addressing the key challenges of European education systems by the elaboration and testing of a subject harmonised water management project curriculum. The project idea stems in a joint endeavour of four European bilingual schools (age group 12-18 years), who got acquainted during former KA1 Erasmus+ exchange trips, to further enhance and elevate their relationship in the framework of a multilateral strategic partnership. Each school is science focused, boasting significant output results in STEM (science, technology, engineering and maths) subjects, already using or planning to implement GCSE or IB evaluation systems. We agreed that the involved countries and regions can serve as a real textbook of water management challenges at not only national and European, but world level as well. Our main objective was to provide our students with working science knowledge through experience based learning, while paying particular attention to cover cross-cutting and emerging issues in Europe's present and future, such as intercultural understanding and social awareness as well as environmental and economic interdependence regarding interactions of European climates and hydrological cycles in shared water bodies.

The main goals of the project are the following:

Education:

- To involve education stakeholders (teachers, learners, private sector, civil society) in the development of the curriculum.
- To involve a maximum number of pupils in mobilities and activities between mobilities and provide them with the experience of international cooperation and dimensions of interrelatedness
- To put self realization and key competencies at the core of the project and complying with long term needs and expectations of the present and future labour market
- To fit the project into the strategic framework for European cooperation in education and training ("ET 2020")
- To promote new ways of science education

Environment protection and sustainability:

- To fit the project in the environmental dimension of 2030 European Agenda for Sustainable Development.
- To raise students' environmental awareness
- To enhance critical thinking and holistic approach in environmental issues
- To make students understand and analyse natural processes and the complex interplay between different factors

Social sensitivity and cultural relations:

- To make students able to sense social and economic dimensions of water utilization

- To give a picture about the history of water management in each country and present typical technological challenges in the four different areas

ICT inclusion:

- To ensure smooth utilization of the eTwinning site during the whole project period and after that.
- To elaborate mindmaps and thematic maps with the involvement of different nationality students.

Four main groups of participants are involved: students, teachers, parents and stakeholders from educational, industrial, labour market sectors. In the framework of a four semester long period including student exchanges and local activities altogether 72 students and 24 teachers will take part in mobilities and an approximate number of further 100 students per school will participate in local activities.

Considering the structure of the planned activities, 3 teams from 3 partner schools will travel to the seat of the fourth partner school, who is acting in the role of host organisation in the given semester. Each school is in charge of a specific topic and mixed nationality teams of a specific sub-topic, which they have to elaborate in details. Activities between the mobilities involve students who could not travel and provide possibilities for volunteer work in order to be chosen for the next mobility trip. Host schools organize site visits to different water-related industrial installations and constructive works as well as to cultural sites (world heritage sites!).

Involvement in the project programmes encourage students across Europe to become active, compassionate and lifelong learners who understand that sustainable development can only be realized by means of cooperation. Partner schools are provided with a handbook of water-related projects, a complete harmonised project curriculum, which also serves as a template to create other project topics. Depending on the partner countries' own national curriculums, these projects can be integrated into them to a greater or lesser extent. Project material will be also used in IB and GCSE teaching in the future. Research work and presentations can be used in the future in science competitions, e.g. Science Fair in Orchidea School.

Participating Organisations

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

Applicant Organisation

PIC	Legal name	Country
915090047	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium	Hungary

Partner Organisations

No	PIC	Legal name	Country
1	940937055	IES MEDINA AZAHARA	Spain
2	948166659	Scala College	Netherlands
3	901995920	Leibniz Gymnasium Dortmund International School	Germany

Project Budget Summary

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

Note on budget capping: According to the Programme Guide, the project budget for School Exchange Partnerships is limited to 16 500 EUR per school and per year of project duration (Special Needs Support and Exceptional Costs for Expensive Travel do not count for this cap). For your project, the current budget cap is 132,000 EUR. Please note that this cap applies to the partnership as a whole, while there is no limitation on how these funds can be divided between the schools participating in the project.

Budget Items	Grant
Project Management and Implementation	30000.00 EUR
Learning, Teaching, Training Activities	89584.00 EUR
Total Grant	119584.00 EUR

Learning, Teaching, Training Activities

ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Short-term exchanges of groups of pupils	9100.00 EUR	0.00 EUR	14196.00 EUR	0.00 EUR	23296.00 EUR
C2	Short-term exchanges of groups of pupils	7300.00 EUR	0.00 EUR	14196.00 EUR	0.00 EUR	21496.00 EUR
C3	Short-term exchanges of groups of pupils	7300.00 EUR	0.00 EUR	14196.00 EUR	0.00 EUR	21496.00 EUR
C4	Short-term exchanges of groups of pupils	9100.00 EUR	0.00 EUR	14196.00 EUR	0.00 EUR	23296.00 EUR
Total		32800.00 EUR	0.00 EUR	56784.00 EUR	0.00 EUR	89584.00 EUR

Budget per Participating Organisation

Organisation	Country of Organisation	Grant
Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium (915090047)	Hungary	35296.00 EUR
IES MEDINA AZAHARA (940937055)	Spain	29296.00 EUR
Scala College (948166659)	Netherlands	27496.00 EUR
Leibniz Gymnasium Dortmund International School (901995920)	Germany	27496.00 EUR

Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium

Budget Items	Grant
Project Management and Implementation	12000.00 EUR
Learning, Teaching, Training Activities	23296.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	35296.00 EUR

IES MEDINA AZAHARA

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	23296.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	29296.00 EUR

Scala College

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	21496.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	27496.00 EUR

Leibniz Gymnasium Dortmund International School

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	21496.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	27496.00 EUR

Timetable

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

Id	Activity Type	Starting Period	Description
P1	Other Project Events	09-2019	<p>Kick-off meeting: Teachers in charge of dealing with the project from the partner schools will travel to Budapest, to the project coordinator school's headquarters in order to carry out a one-day discussion about the project content and project timetable. The main goals of the meeting are the preparation for the first mobility hosted by Medina Azahara School and the comparison and analysis of STEM subjects curriculums in the 4 schools. The four national curricula and eventually used individual education plans will already have been discussed by this time through the eTwinning site in the circle of participating teachers and professionals aiming to find cornerstones of a cross-curricular approach in natural sciences subjects. Points of connection between subjects will be determined considering the chosen water management topic as well as sub-topics, which have to be elaborated by the mixed nationality groups of students.</p>
P2	Other Project Events	09-2019	<p>1. semester project introduction at visitor schools: Half day introduction to the whole project (partner countries and schools, project structure, eTwinning site and the first project topic (Water shortage in the Guadalquivir River basin) along with sub-topics. This event includes videos, workshops and games. The aim of this event is to share the project with all pupils and setting up a list of students willing to participate. The event also includes the description of the volunteer tasks, which can open the way to be involved. Applications have to be handed in 6 weeks before the mobility! The final list have to be announced 5 weeks before the mobility, this is when the sub-topic teams are made up, registration to the eTwinning site happens and they start working online. 4 weeks before the mobility, each members from the three visiting teams choose and elaborate an explanation to one of the shared country introduction files (see "ice-breaking" in P5 and P3).</p>
P3	Other Project Events	09-2019	<p>1. semester project introduction at host school and selection of Spanish host team members: After a half day introduction to the whole project (E+ system, partner countries and schools, project structure, the usefulness and utilization of the eTwinning site and the first project topic (Water shortage in the Guadalquivir River basin) along with sub-topics. Participating students are selected</p>

based on volunteer works about the topic. The Spanish team elaborates their project topic and prepare together a 20 minutes long presentation about it. 8 students will be placed in 4 sub-topic teams and they create Twinspace projects for the sub-topics, inviting 2-2-2 students from the partner schools to join. Host students will be in charge for handling sub-topic teams and together with their German, Dutch and Hungarian peers they create the presentations via eTwinning for the mobility event. Host team members select and share the 3 files (see "ice-breaking", P5, P3) 4 weeks before the mobility.

Selection of students participating in the first mobility to Spain: In each of the visitor schools the team of 8 students will be made up of 2 students providing the best school performance in the last year (average of marks), 2 students with fewer possibilities (detailed in the Management part), while the remaining 4 students will be chosen from the list of applicants set up during the project introduction event (see P2) according to their volunteer works previously prepared. This means that children can apply for being involved by the elaboration of a volunteer work on one of the environmental challenges represented by the selected project topic (e.g. soil salinity risk areas). This can be prepared in the form of a 10 minutes long PPT or prezi presentation, a poster, a photomontage, an experiment or a maquette/model (these latter also accompanied by a lecture in 10 minutes).

P4 Other Project Events 10-2019

C1 Short-term exchanges of groups of pupils 11-2019

Water shortage in the Guadalquivir River basin

P5 Other Project Events 11-2019

Ice-breaking on the first day of the mobility event and preparation for this: student introduction. One month before a mobility event takes place in a school, each student from the host school team uploads to the eTwinning site a file with a picture, a video and a music (each of them typical, specific, interesting about the city or the region). Each student from each visitor schools has to prepare a 1 minute presentation about one of the files received with their "explanation" (3x8 students decide preliminary on Twinspace, who takes which). On the starting day of the event visitor students will present themselves by explaining their own point of view (and feelings) about the chosen file. Host

school students also introduce themselves by taking 3 of the files and explaining the reason why they were sent. This way children can feel more at ease when it comes to stand before the others.

P6	Other Project Events	12-2019	<p>KA2 dissemination seminar: Each of the returning project teams give a presentation about their activities during the first mobility in Spain and hold workshops for other school students.</p>
P7	Other Project Events	12-2019	<p>Student activity between mobilities: These activities ensure a smooth transition towards the next topic and aim to involve as many pupils as possible. If the curriculum and timetable permits, activities can be carried out during teaching lessons individually or in the form of groupwork. First activity: Based on the information provided on workshops, all students are invited to create thematic maps about the related topics (water quality parameters, droughts risk areas, salinization etc.) on the eTwinning site at 1. national, 2. European, 3. international levels. Students contributing to these tasks are awarded from the referring subjects, so there is always a possibility to improve subject grades (chemistry, geography, physics, biology) this way. Second activity: drawing and video competition about any of the sub-topics. Posters/maps, art works and videos will be exhibited during the next semester's project introduction event. Consequently this event will be the deadline of submission.</p>
P8	Other Project Events	01-2020	<p>2. semester project introduction at host school and selection of Dutch host team members: After a half day introduction to the whole project (E+ system, partner countries and schools, project structure, the usefulness and utilization of the eTwinning site and the first project topic (Flood control in the Netherlands) along with sub-topics. Participating students are selected based on volunteer works about the topic. The Dutch team elaborates their project topic and prepare together a 20 minutes long presentation about it. 8 students will be placed in 4 sub-topic teams and they create Twinspace projects for the sub-topics, inviting 2-2-2 students from the partner schools to join. Host students will be in charge for handling sub-topic teams and together with their German, Spanish and Hungarian peers they create the presentations via eTwinning for the mobility event. Team members select and share the 3 files (see "ice-breaking", P11, P8) 4 weeks before the mobility.</p>

P9	Other Project Events	01-2020	<p>2. semester project introduction at visitor schools: Half day introduction to the first project topic (Flood control in the Netherlands) along with sub-topics. This event includes videos, workshops and games. The aim of this event is to share the project with all pupils and setting up a list of students willing to participate. The event also includes the description of the volunteer tasks, which can open the way to be involved. Applications have to be handed in 6 weeks before the mobility! The final list have to be announced 5 weeks before the mobility, this is when the sub-topic teams are made up, registration to the eTwinning site happens and they start working online. 4 weeks before the mobility, each members from the three visiting teams choose and elaborate an explanation to one of the shared country introduction files (see "ice-breaking" in P11 and P8).</p>
P10	Other Project Events	02-2020	<p>Selection of students participating in the second mobility to the Netherlands: In each of the visitor schools the team of 8 students will be made up of 2 students providing the best school performance in the last year (average of marks), 2 students with fewer possibilities (detailed in the Management part), while the remaining 4 students will be chosen from the list of applicants set up during the project introduction event (see P2) according to their volunteer works previously prepared. This means that children can apply for being involved by the elaboration of a volunteer work on one of the environmental challenges represented by the selected project topic (e.g. soil salinity risk areas). This can be prepared in the form of a 10 minutes long PPT or prezi presentation, a poster, a photomontage, an experiment or a maquette/model (these latter also accompanied by a lecture in 10 minutes).</p>
C2	Short-term exchanges of groups of pupils	03-2020	Flood management in the Netherlands
P11	Other Project Events	03-2020	<p>Ice-breaking on the first day of the mobility event and preparation for this: student introduction. One month before a mobility event takes place in a school, each student from the host school team uploads to the eTwinning site a file with a picture, a video and a music (each of them typical, specific, interesting about the city or the region). Each student from each visitor schools has to prepare a 1 minute presentation about one of the files received with their "explanation" (3x8 students decide</p>

preliminary on Twinspace, who takes which). On the starting day of the event visitor students will present themselves by explaining their own point of view (and feelings) about the chosen file. Host school students also introduce themselves by taking 3 of the files and explaining the reason why they were sent. This way children can feel more at ease when it comes to stand before the others.

P12	Other Project Events	04-2020	<p>KA2 dissemination seminar: Each of the returning project teams give a presentation about their activities during the second mobility in the Netherlands and hold workshops for other school students.</p>
P13	Other Project Events	05-2020	<p>Student activity between mobilities: These activities ensure a smooth transition towards the next topic and aim to involve as many pupils as possible. If the curriculum and timetable permits, activities can be carried out during teaching lessons individually or in the form of group work. First activity: Based on the information provided on workshops, all students are invited to create thematic maps about related topics (reclamation of flood-affected areas, soil humidity rates etc.) on the eTwinning site at 1. national, 2. European, 3. international levels. Students contributing to these tasks are awarded from the referring subjects, so there is always a possibility to improve subject grades (chemistry, geography, physics, biology) this way. Second activity: drawing and video competition about any of the sub-topics. Posters/maps, art works and videos will be exhibited during the next semester's project introduction event. The deadline of submission is the end of the second semester.</p>
P14	Other Project Events	09-2020	<p>3. semester project introduction at visitor schools: Half day introduction to the third project topic (Water in the Ruhr area - Between industry and recreation) along with sub-topics. This event includes videos, workshops and games. The aim of this event is to share the project with all pupils and setting up a list of students willing to participate. The event also includes the description of the volunteer tasks, which can open the way to be involved. Applications have to be handed in 6 weeks before the mobility! The final list have to be announced 5 weeks before the mobility, this is when the sub-topic teams are made up, registration to the eTwinning site happens and they start working online (creating sub-topic projects in Twinspace,</p>

threads tool, online meetings, sharing of documents etc.). T 4 weeks before the mobility, each members from the three visiting teams choose and elaborate an explanation to one of the shared country introduction files (see "ice-breaking" in P17 and P15).

P15	Other Project Events	09-2020	<p>3. semester project introduction at host school and selection of German host team members: After a half day introduction to the whole project (E+ system, partner countries and schools, project structure, the usefulness and utilization of the eTwinning site and the first project topic (Water shortage in the Guadalquivir River basin) along with sub-topics. Participating students are selected based on volunteer works about the topic. The German team elaborates their project topic and prepare together a 20 minutes long presentation about it. 8 students will be placed in 4 sub-topic teams and they create Twinspace projects for the sub-topics, inviting 2-2-2 students from the partner schools to join. Host students will be in charge for handling sub-topic teams and together with their Spanish, Dutch and Hungarian peers they create the presentations via eTwinning for the mobility event. Team members select and share the 3 files (see "ice-breaking", P5) 4 weeks before the mobility.</p>
P16	Other Project Events	10-2020	<p>Selection of students participating in the third mobility to Germany: In each of the visitor schools the team of 8 students will be made up of 2 students providing the best school performance in the last year (average of marks), 2 students with fewer possibilities (detailed in the Management part), while the remaining 4 students will be chosen from the list of applicants set up during the project introduction event (see P2) according to their volunteer works previously prepared. This means that children can apply for being involved by the elaboration of a volunteer work on one of the environmental challenges represented by the selected project topic (e.g. soil salinity risk areas). This can be prepared in the form of a 10 minutes long PPT or prezi presentation, a poster, a photomontage, an experiment or a maquette/model (these latter also accompanied by a lecture in 10 minutes).</p>
C3	Short-term exchanges of groups of pupils	11-2020	Water in the Ruhr Area - Between Industry and Recreation

P17	Other Project Events	11-2020	<p>Ice-breaking on the first day of the mobility event and preparation for this: student introduction. One month before a mobility event takes place in a school, each student from the host school team uploads to the eTwinning site a file with a picture, a video and a music (each of them typical, specific, interesting about the city or the region). Each student from each visitor schools has to prepare a 1 minute presentation about one of the files received with their "explanation" (3x8 students decide preliminary on Twinspace, who takes which). On the starting day of the event visitor students will present themselves by explaining their own point of view (and feelings) about the choosen file. Host school students also introduce themselves by taking 3 of the files and explaining the reason why they were sent. This way children can feel more at ease when it comes to stand before the others.</p>
P18	Other Project Events	12-2020	<p>KA2 dissemination seminar: Each of the returning project teams give a presentation about their activities during the third mobility in Germany and hold workshops for other school students.</p>
P19	Other Project Events	12-2020	<p>Student activity between mobilities: These activities ensure a smooth transition towards the next topic and aim to involve as many pupils as possible. If the curriculum and timetable permits, activities can be carried out during teaching lessons individually or in the form of group work. First activity: Based on the information provided on workshops, all students are invited to create thematic maps about related topics (water quality parameters, droughts risk areas, salinization etc.) on the eTwinning site at 1. national, 2. European, 3. international levels. Students contributing to these tasks are awarded from the referring subjects, so there is always a possibility to improve subject grades (chemistry, geography, physics, biology) this way. Second activity: drawing and video competition about any of the sub-topics. Posters/maps, art works and videos will be exhibited during the next semester's project introduction event. Consequently this event will be the deadline of submission.</p>
P20	Other Project Events	01-2021	<p>4. semester project introduction at host school and selection of Hungarian host team members: After a half day introduction to the fourth project topic (Groundwater resources in Hungary) along with sub-topics. Participating students are selected based on volunteer works about the topic. The</p>

Hungarian team elaborates their project topic and prepare together a 20 minutes long presentation about it. 8 students will be placed in 4 sub-topic teams and they create Twinspace projects for the sub-topics, inviting 2-2-2 students from the partner schools to join. Host students will be in charge for handling sub-topic teams and together with their Spanish, Dutch and German peers they create the presentations via eTwinning for the mobility event. Team members select and share the 3 files (see "ice-breaking", P23,21) 4 weeks before the mobility.

P21	Other Project Events	01-2021	<p>4. semester project introduction at visitor schools: Half day introduction to the fourth project topic (Groundwater resources in Hungary) along with sub-topics. This event includes videos, workshops and games. The aim of this event is to share the project with all pupils and setting up a list of students willing to participate. The event also includes the description of the volunteer tasks, which can open the way to be involved. Applications have to be handed in 6 weeks before the mobility! The final list have to be announced 5 weeks before the mobility, this is when the sub-topic teams are made up, registration to the eTwinning site happens and they start working online (creating sub-topic projects in Twinspace, threads tool, online meetings, sharing of documents etc.). 4 weeks before the mobility, each members from the three visiting teams choose and elaborate an explanation to one of the shared country introduction files (see "ice-breaking" in P23, P20).</p>
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P22	Other Project Events	02-2021	<p>Selection of students participating in the third mobility to Hungary: In each of the visitor schools the team of 8 students will be made up of 2 students providing the best school performance in the last year (average of marks), 2 students with fewer possibilities (detailed in the Management part), while the remaining 4 students will be chosen from the list of applicants set up during the project introduction event (see P2) according to their volunteer works previously prepared. This means that children can apply for being involved by the elaboration of a volunteer work on one of the environmental challenges represented by the selected project topic (e.g. soil salinity risk areas). This can be prepared in the form of a 10 minutes long PPT or prezi presentation, a poster, a photomontage, an experiment or a maquette/model</p>
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(these latter also accompanied by a lecture in 10 minutes).

C4	Short-term exchanges of groups of pupils	03-2021	Underground water reserves in Hungary
P23	Other Project Events	03-2021	<p>Ice-breaking on the first day of the mobility event and preparation for this: student introduction. One month before a mobility event takes place in a school, each student from the host school team uploads to the eTwinning site a file with a picture, a video and a music (each of them typical, specific, interesting about the city or the region). Each student from each visitor schools has to prepare a 1 minute presentation about one of the files received with their "explanation" (3x8 students decide preliminary on Twinspace, who takes which). On the starting day of the event visitor students will present themselves by explaining their own point of view (and feelings) about the choosen file. Host school students also introduce themselves by taking 3 of the files and explaining the reason why they were sent. This way children can feel more at ease when it comes to stand before the others.</p>
P24	Other Project Events	04-2021	<p>KA2 dissemination seminar: Each of the returning project teams give a presentation about their activities during the fourth mobility in Hungary and hold workshops for other school students.</p>
P25	Other Project Events	06-2021	<p>Project results dissemination event in Hungary: in the framework of KIE (Kétnyelvű Iskoláért Egyesület - Hungarian Association for Bilingual Schools) Orchidea school teachers plan to share the elaborated subject harmonised curriculum as well as Orchidea school's experiences about curriculum design and compatibility with the national core curriculums in the four countries involved in the project.</p>

Participating Organisations

Applicant Organisation

PIC	915090047
Legal name	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium
Legal name (national language)	ORCHIDEA MAGYAR-ANGOL KÉT TANÍTÁSI NYELVŰ ÓVODA,ÁLTALÁNOS ISKOLA és GIMNÁZIUM
National ID (if applicable)	200783
Department (if applicable)	
Acronym	
Address	HAJDÚ UTCA 18-24.
Country	Hungary
P.O. Box	
Postal Code	1139
CEDEX	
City	Budapest
Website	www.orchideaiskola.hu
Email	
Telephone	+3606703232543
Fax	

Profile

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



Associated Persons

Legal Representative

Title	
Gender	Female
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Preferred Contact	No
If the address is different from the one of the organisation	No
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CEDEX	
City	Budapest

Contact Person

Title	
Gender	Female
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Family Name	Békei

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Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
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CEDEX	
City	Budapest

Contact Person

Title	
Gender	Female
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Family Name	Kovács
Department	
Position	teacher
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Preferred Contact	No
If the address is different from the one of the organisation	No
Address	HAJDÚ UTCA 18-24.



Country	Hungary
P.O. Box	
Postal Code	1139
CEDEX	
City	Budapest

Contact Person

Title	
Gender	Female
First Name	Dora
Family Name	Oláh
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Position	teacher
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Preferred Contact	No
If the address is different from the one of the organisation	No
Address	HAJDÚ UTCA 18-24.
Country	Hungary
P.O. Box	
Postal Code	1139
CEDEX	
City	Budapest

Background and Experience

Please briefly present the school and include the following information:

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

Orchidea Hungarian-English Bilingual Kindergarten, Primary- and Secondary School (OIS) is 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 aged 6-18 years. (Kindergarten: 3-6; primary school 6-14; secondary school 14-18). The composition of the classes is completely multinational, there are 50 teachers and almost 700 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, literature and history. Regarding the multinational composition of students, differentiation is one of the priority tasks, including teaching Hungarian as a foreign language, putting a huge accent on CLIL methodology and organizing different level learning groups from Hungarian, English and Maths. Student enrollment is constantly increasing, and besides a growing number of Hungarian students in the lower grade classes, general classroom compositions represent more and more nationalities. Most of the students are bilingual and many of them speak a third language as well. The school's motivation to join the project is double: on the one hand aspiration to strengthen international relations, intercultural and social awareness by contacting schools with similar student pools. On the other hand Orchidea seeks to take a first step towards integrated science subjects teaching and holistic approach of natural sciences, by elaborating new project based curriculums. The introduction of IB or GCSE examination system is also among the school's short term objectives, which is perfectly served by the fact, that two of the partner schools already have IB system. The key people in charge of running the project are Békei Noémi, Kovács Gabriella, Oláh Dóra and Dr. Várnai Zsuzsanna, the project leader is Békei Noémi. In case of her absence she will be replaced by Oláh Dóra. Before acquiring a teacher of engineering diploma and starting to work in the field of bilingual science education, the project leader, Békei Noémi graduated as an environmental engineer, specialised in water technology, which can provide specific expertise to this project. The school has years of experience with KA1 Erasmus+ projects, but has never participated in KA2 strategic partnership before. The greatest overall benefit of former KA1 projects was entering into contact with schools of the same peculiar profile, enabling Orchidea School to launch cooperation at a higher, KA2 level.

Does this school have a valid eTwinning school label?

No

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

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

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

Yes

Please indicate:

EU Programme	Erasmus+ KA1 project
Year	2017
Project Identification or Contract Number	2017-1-HU01-KA101-035358
Applicant/Beneficiary Name	Orchidea Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium

EU Programme	Erasmus+ KA1 project
Year	2017
Project Identification or Contract Number	2018-1-HU01-KA101-047075
Applicant/Beneficiary Name	Orchidea Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium

Partner Organisations

IES MEDINA AZAHARA

PIC	940937055
Legal name	IES MEDINA AZAHARA
Legal name (national language)	IES MEDINA AZAHARA
National ID (if applicable)	14700161
Department (if applicable)	
Acronym	
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City	CÓRDOBA
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Profile

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

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Postal Code	14005
CEDEX	



City **CÓRDOBA**

Contact Person

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Family Name **Mahillo Aguilar**

Department **Biology and Geology**

Position **Tutor**

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Preferred Contact **No**

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Country **Spain**

P.O. Box

Postal Code **14005**

CEDEX

City **CÓRDOBA**

Background and Experience

Please briefly present the school and include the following information:

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

IES MEDINA AZAHARA is an English-Spanish bilingual secondary school of compulsory and after-compulsory education. The school is placed in the central west area of Córdoba, which is located in the centre of Andalusia, 140 km away from Seville and 170 km away from Malaga. Education in Spain is compulsory for children between the ages of 6 to 16 years (ESO 1st - ESO 4th). In after-compulsory education students aged 17-18 years are prepared for University with the baccalaureat (Bachillerato 1st and Bachillerato 2nd). The school also has a vocational studies course on Microcomputer systems and Networks as well as a class for students with special needs, mostly autism affected. The number of students is 650 and the staff includes 55 teachers. The social and economic background of the students' families is middle-high. Most parents have university education and about 95% of the students also proceed with non compulsory studies, after getting the compulsory secondary certificate. The majority of students continue their studies towards science degrees of best universities. The school develops an ICT program in order to enforce the use of new technologies in learning. Teachers and students are very active about culture history and have been carrying out activities related to the Andalusian region for decades. In these activities, lectures about historical and cultural legacy and cultural tours are organized. The school promotes continuous training of teachers in bilingual teaching, use of ICT and CLIL methodology. The topic of sustainability is included in the curricula of different subjects, as in the subject "Physics and Chemistry" in ESO 2. The school is following a program entitled Internationalization of education aiming, inter alia, to introduce International Baccalaureate (IB) system. Within this, the school participates in several exchange programs with European countries (Hungary, France, U.K. and Poland). The school is currently coordinating a KA2 Erasmus Project and is partner of another KA2 Erasmus Project coordinated by a Turkish school. Motivation to join the present project is partly coming from this reason, partly from the project topic, as STEM profile plays a very important role in the educational programme. The key person in charge of the running project will be Francisco Luque Ruiz, in case of his absence from any reason the project coordinator will be replaced by Luis Mahillo Aguilar. This school (along with Leibniz Gymnasium) contributes to the project with the longest experience in Erasmus+ KA2 project management. In addition, the chosen topic is at the heart of the Andalusian region, as it has presented a unique challenge to both Muslim and Christian cultures along history. No other mediterranean country has such a delicate economic dependence from- and such a deep emotional attachment to this environmental element. The school staff, consequently students as well, are fully committed towards environmental sustainability.

Does this school have a valid eTwinning school label?

No

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

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

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

Yes

Please indicate:

EU Programme	KA101
Year	2015
Project Identification or Contract Number	2015-1-ES01-KA101-014956
Applicant/Beneficiary Name	IES MEDINA AZAHARA
EU Programme	KA101
Year	2017
Project Identification or Contract Number	2017-1-ES01-KA101-037348
Applicant/Beneficiary Name	IES MEDINA AZAHARA
EU Programme	KA219
Year	2017
Project Identification or Contract Number	2017-1-ES01-KA219-038615
Applicant/Beneficiary Name	IES MEDINA AZAHARA
EU Programme	KA219
Year	2017
Project Identification or Contract Number	2017-1-TR01-KA219-046046
Applicant/Beneficiary Name	ARSIN ANADOLU IMAM HATIP LISESI

PIC	948166659
Legal name	Scala College
Legal name (national language)	Scala College
National ID (if applicable)	10AN00
Department (if applicable)	Bilingual
Acronym	
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Profile

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

Associated Persons

Legal Representative

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-------	----



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City	Alphen aan den Rijn

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Preferred Contact	Yes



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Postal Code

2406 LK

CEDEX

City

Alphen aan den Rijn

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Beenen

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Geography

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Telephone

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Preferred Contact

No

If the address is different from the one of the organisation

No

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Country

Netherlands

P.O. Box

Postbus 458

Postal Code

2406 LK

CEDEX

City

Alphen aan den Rijn

Background and Experience

Please briefly present the school and include the following information:

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

Scala College is a secondary school in Alphen aan den Rijn - the Netherlands, about 30 km south of Amsterdam, working at 3 different venues. It offers learning possibilities to approximately 2400 students with a staff of 80 teachers at all the levels of the Dutch educational system, which means vmbo (intermediate vocational preparation), havo (general vocational preparation), and vwo/gymnasium (academic preparation) – thus unifying all the 3 types of schools. Bilingual programme is offered at all levels. In the bilingual vwo part students learn in English in 80% of their classes and having finished their 6th school year every student takes the International Baccalaureate (IB). The achievements of the school are outstanding in the above area as in the past 10 years the results of the students of the school exceeded the national average. The utilization of CLIL methodology has largely contributed to the outstanding results, since the teachers consider the teaching of their own subjects just as important as improving some linguistic skills of their students, such as strategies to help with reading skills or vocabulary enhancement or fluency. The objective of Scala College is not only to provide the students with an IB evaluation, but also to widen their horizon and ensure the opportunities to learn other languages and cultures. Thus in the past years the school participated in different Comenius and Erasmus projects. Within the framework of those projects students have travelled to Germany, France, England and Spain. The teachers and the students of Scala College are committed to the realisation of projects carried out with the schools of other countries so that they can get an insight into other European education systems and share good practices in bilingual teaching. Scala College is absolutely committed to integrate ICT tools in subject teaching. All the students of the 1st, 2nd and 3rd grades receive their textbooks and lesson materials on iPads in an electronic format. Scala College launched its digital study programme 4 years ago and consider it really successful. The main aim is to convert their system into a fully digital one. The students of the upper grades often use Chromebooks or laptops during the lessons and they are encouraged to bring their own equipment for the lessons. Two teachers will be responsible for the project, replacing each other in this role, if needed: Van-Ommeren Baker Zoe and Beenen Roald. Considering the project topic, the Dutch water sector is a major source of knowledge, not only the leading example of sustainable and eco-friendly solutions, but going far beyond, by combining science-driven and market-driven approach in order to meet the global challenge of climate change and feeding an ever-growing population. The school undertakes to share this expertise as well as ICT-based learning-teaching methodologies and specific experiences with partner schools throughout the project period.

Does this school have a valid eTwinning school label?

No

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

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

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

Yes

Please indicate:

EU Programme

KA1

Year

2016

Project Identification or Contract Number

2016-1-NL01-KA101-022795

Applicant/Beneficiary Name

H. Weeber/ E. Munneke

Leibniz Gymnasium Dortmund International School

PIC

901995920

Legal name

Leibniz Gymnasium Dortmund International School

Legal name (national language)

National ID (if applicable)

Department (if applicable)

Acronym

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Fax

Profile

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

Is the organisation a public body? Yes

Is the organisation a non-profit? Yes

Associated Persons

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Contact Person

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Family Name

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Postal Code	44137
CEDEX	
City	Dortmund

Contact Person

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Family Name	Schwebke
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Preferred Contact	No
If the address is different from the one of the organisation	No
Address	Kreuzstr. 163

Country	Germany
P.O. Box	
Postal Code	44137
CEDEX	
City	Dortmund

Background and Experience

Please briefly present the school and include the following information:

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

Leibniz Gymnasium, is located in Dortmund, in the federal state of North Rhine-Westphalia. It is a state-run school with a highly qualified staff of 80 teachers, teaching about 1000 students. The school offers education with the focus on bilingual education as well as natural sciences for students aged 10 to 18. In this context the school follows the curricula of North Rhine-Westphalia: In the Middle Years five to nine Biology, Geography, and History are taught in English; in the senior years the students have to choose one of these bilingual subjects facultatively to obtain a bilingual A-level. In addition to that, the years eleven and twelve also have the possibility to participate in the IB Diploma Programme. These students are, in addition to all the obligatory classes for their German final exams, taught all the subjects and/or topics needed for the final IB examinations as well. Exchanges with France, India, Ireland, the Netherlands and a great variety of extra-curricular activities, that support the international-mindedness of the school: Be it drama class, science club, the participation in Model United Nations, or the successful participation in PANGEA. As Dortmund is a very multicultural city, more than half of the school's 1000 students has at least one parent born in another country than Germany, Leibniz Gymnasium has become one of the schools facing and embracing the challenge to grant these families high quality education. This is not just limited to the ones well-off, but also offered to children of refugee families and unaccompanied minors who are taught on various educational levels to help them shape a successful future. Staff members, among them professionals for special education and a school counselor, including native speakers from the USA and the UK as well as other nationalities, work together with the school community to achieve that aim. Participating in Erasmus+ KA2 programme is a new challenge that Leibniz Gymnasium would like to face. The motivation for working together with the given partner schools involved in the project is coming from the following: Leibniz Gymnasium and Orchidea School share mutual values and both face the challenges of the integration of migrant students in a completely new environment. They also aim to share experiences about the implementation of International Baccalaureat system with Orchidea. The school already has an ongoing student exchange programme with the Netherlands and has IB system with Scala College in common. Considering IES Medina Azahara School there has long been an aspiration from the school's part to find a Southern-European contact. Key people in charge of the project will be Dr Dennis Draxler, school head and Alexander Marques project coordinator. In case of need, the role of the project leader can be taken over by Sebastian Sonnenstuhl, Dennis Draxler, or Reinhard Schwebke.

Does this school have a valid eTwinning school label?

No

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

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

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

No



Project Description

Priorities and Topics

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

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

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

HORIZONTAL: Open education and innovative practices in a digital era

HORIZONTAL: Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion

Please select up to three topics addressed by your project.

Natural sciences

Environment and climate change

International cooperation, international relations, development cooperation

Description

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

Our project, entitled "The river of challenges" aims to represent European water challenges through students' eyes and to integrate all utilized and elaborated documents, used methodological tools, organised events, involved stakeholders and visited sites in a practical bilingual project curriculum, based on subject integration and harmonisation.

Cooperation between the four partner institutions is based on the fact that the schools are focused on integrated scientific education, they deal with the same age group of students, all of them are bilingual and two of them are international, due to which multilingualism and the diversity of cultures are common basic values. When designing the project topic, the four institutions have come to the conclusion, that water management (also fitting to 2020 sustainability EU Targets) is the international environmental issue, that represents national interrelatedness and differences the best, with the most typical water-related challenges represented by each of the European countries involved.

The project gives a perfect ground for student cooperation and curriculum development in an international dimension with the involvement of peers and other stakeholders. Furthermore, this topic is also perfect to represent the incontestable advantages of scientific subject integration and holistic approach. Foundation is needed in order to provide children not only with virtual, but also real experience-based learning possibilities in different countries with similar aims towards sustainability.

Regarding the international regulatory framework, the project fits well into the European Commission's strategic framework for European cooperation in education and training (ET 2020). With the dissemination and exploitation of project results partner institutions plan to provide a template for creating subject harmonised project curriculums around key environmental elements or biotic and abiotic factors (water bodies, atmosphere, soil, living entities etc.). In the project preparation phase each partner school carries out an investigation of their own science subject curriculums in order to determine the contact points between different subjects along the given topic and proposes a linear structure of teaching these parts at the same time. Going further, in case the core subject curriculums are flexible enough, this can be further improved into the organisation of project weeks or even into full project teaching.

Along mobilities, providing the backbone of the project, a series of activities ensure maximum involvement of all pupils from the participating schools. English is used as working language, eTwinning as the main collaborative space at international level. The project is putting a huge accent on sharing information by the utilization of ICT tools, as well as the development of individual basic skills and key competences by pushing students toward ways of creative, critical and responsible thinking.

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

The objective to be achieved is a long term educational cooperation carried out by 4 schools from four different countries. The cooperation is based on the sharing of good educational methods, methodologies, practices and tools in the area of science subjects teaching. Our aim is to provide students with the adequate knowledge across disciplines instead of single-subject courses that narrow the learner's perspective. We believe that in the educational process towards fortifying the new generation with up-to-date knowledge, skills and key competences, the first step should be the transformation of old teaching methodologies, which seem to be less efficient in the learning process. In our interrelated and continuously changing world children have to be provided with system thinking skills, holistic approach, capacity to build reflex skills, capacity to think parallelly among multiple domains, but on their way towards completely international working environments, they also need to develop emotional intelligence, negotiation skills and the understanding of differences in culture.

Concrete results of our project are:

I. Harmonised subject curriculum based on national curriculums of the four partner institutions

II.: Teaching material in four different water management topics, namely: 1. Water shortage in the Guadalquivir River basin, 2. Flood control in the Netherlands, 3. Water in the Ruhr area - Between industry and recreation, 4. Underground water reserves in Hungary

III. Thematic maps about the four main and 16 sub-topics at national, European Union and international / world level

IV: Comparative analysis of water-related problems at national, European Union and international / world level

V : A collection of country presentation photos, videos and musics

VI : experiences about the long term utilization of eTwinning projects, advantages and disadvantages of working in mixed-nationality teams online

VI.: Collection of useful contacts, stakeholders and sites to be visited in the given project topic

VII: Raised awareness of environmental global issues and the importance of correlation between them

By analyzing sub-topics from different points of views and different subjectual approaches (e.g. rainwater chemistry, rainfall runoff-modelling by a software, historical overview of rainwater utilization) children have the possibility to develop basic skills (observing, measuring) and key competencies (managing, interpreting information, data based modelling, critical thinking, system approach) at the same time, obtaining a comprehensive picture about the topic.

The project fully integrates ICT tools as well as the importance of European cultural heritage, as the four partner schools represent four main European Regions and the four topics serve as a real textbook of our continent's water challenges.

The project raises motivation towards STEM subjects, thus promotes STEM carriers, one of the

most important sector of future economic growth.

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

Two main elements in the project programme structure are mobilities and student activities between the mobility periods. Both are based on student cooperation and getting acquainted with other nations' history, geography and culture. It is a very important factor, that the elaboration of sub-topics always require collaboration not only among students from the same institution, but at an international level as well. This kind of cooperation is likely to reveal problems originating from differences of culture or approach. When elaborating project subtopics children do not only have to overcome differences, but to channel their ideas and ways of solving the problems into a common pipeline, addressing difficulties, complying with all the requirements and deadlines as well! They have to stand in front of the audience and present together with peers only known online before, making it essential to fight against eventual feelings of discomfort, distress or timidity. International group-work is an effective way of teaching children mutual recognition and tolerance. The visiting of the four country's various water-related locations (world cultural heritage sites connected to water bodies as well!) make students consider how important the role of water is in each country, but how different the challenges connected to it are.

Water management topic as the backbone of the project is a perfect tool of representing to students that issues about environmental elements do not stop at the borders, and sustainable management of European water bodies, being our common interest, requires international action. What's more, as our world is nowadays more complex and unpredictable than ever before, environmental risks are less calculable. These tendencies suggest that in our new global (dis)order the role of international relations is even more valued. Children have to feel that they will become the key actors in finding adequate solutions to global problems. Paradigm shift in education as an answer to new global tendencies, respectively the promotion of 21st century skills are basic elements of their future success. Methodological elements used in our project aim to comply with all these.

We plan to bridge in-school and out-of-school STEM (science, technology, engineering and maths subject) learning and teach comprehensive approach, by introducing students to the world of stakeholders and laws of economy. This make students recognize, that the conservation of water bodies is not only a geographically interconnected topic, but requires a common knowledge base and sharing of knowhow in each sector. Working together with different schools will inevitably lead to getting to know different methodologies of STEM subjects teaching. Case studies and practical problems to be solved permit to put theoretical knowledge into practice.

English as working language (partners are all English bilingual schools) makes students consider how important language proficiency is.

eTwinning and Erasmus+ platforms

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

Preparation, implementation and follow-up of the project is based on the utilization of the eTwinning site. The utilization of online communication is embedded in a larger scale objective to promote effective application and management of Information and Communication Technology (ICT) tools in the partner schools in order to raise student motivation and to enhance performance. For three partner schools out of the four it is still difficult to exploit the full potential of ICT in this regard due to various constraints, however the Dutch partner has a considerable experience in this field. Consequently IES Medina Azahara, Orchidea School and Leibniz Gymnasium plans to rely on Scala College students' positive attitude towards a multimedia based learning environment. The main benefit of ICT-based activities is the fact that the children actively shape their own learning process instead of becoming passive recipients only. At the same time the teachers and other stakeholders are increasingly becoming facilitators of that learning process.

Comparative analysis between national curriculum frameworks used by the four schools starts before the starting date of the project via online communication and exchange of documents. Partner schools have agreed that the elaboration of a subject harmonised project curriculum in water management topic, followed by additional ones in main environmental sustainability topics, can serve as a useful tool for future cooperation in the long term. School curricula will be uploaded on the eTwinning site and discussions will be opened about it with Threads tool.

During the project implementation period students elaborate project works for each mobility by forming mixed nationality teams of 8 students, 2 students from each of the countries respectively. The two students from the host country are the coordinators of the team. Different tasks have to be carried out through eTwinning cooperation: students share files about their home country, they create thematic maps about different sub-topics.

All the school activities between mobilities will be reported through eTwinning, by uploading videos, photos about the events (e.g. KA2 seminars and workshops held after the completion of each mobility or drawing competitions)

As project coordinator Orchidea School aims to share project events with all English language bilingual schools in Hungary, encouraging them to share ideas and visit the final seminar organized in June 2021 in Budapest, entitled "Subject harmonized bilingual project curriculum and future possibilities of project-based bilingual teaching".

Audience votes for Orchidea Science Fair presentations (organised in Orchidea School in 2021 March) can be sent via the eTwinning site from the three visitor schools, all presentations and photos of the posters will be uploaded.

After the completion of the project students can continue communication and initiate new forms of cooperation through the site.



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

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

Participants

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

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

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

The project participants are science subject teachers, pupils aged 12-18 of the four schools from the four European countries, and representatives of different stakeholders ensuring the practical-professional content. Indirectly parents will also participate by supporting the children in the elaboration of their own scientific projects and presentations.

Participation structure: Each school will send one group to each mobility destinations consisting of 8 children and 2 teachers, in the 4 semesters respectively: to Spain, to the Netherlands, to Germany and to Hungary. Each mobility destination represents a specific water-related topic, giving the backbone of activities. In the 4 semesters these are respectively: "Water shortage in the Guadalquivir River basin", "Flood control in the Netherlands", "Water in the Ruhr Area - Between Industry and Recreation" and "Groundwater resources in Hungary". During the mobilities and parallelly with eTwinning activities, local stakeholders will provide the student groups with water-related programmes, for e.g.(not exhaustive): industrial sector representatives of Dortmund, Ruhr, Phoenix Area and Emscher region heavy industry sites, water and wastewater technologists in each country, representative of the Andalusian Institute of Agricultural Research and Training (IFAPA), University of Cordoba - Soil Department, TownHall of Cordoba - Education Department, Biology Facility at Doñana Park, C.S.I.C National Scientific Research Council of Spain, Hungarian Hydrological Society, professional guides in Doñana Park and Sotos de la Albolafia Spain, Budapest University of Technology and Economics etc., Dutch Water Authorities, Dutch Energy from Water Association (EWA).

Groups will carry out different activities during the 5 working days of each mobility period, these activities are: 1. day: presentation of the projects, 2-4. day: excursions, site visits, visiting scientific institutions, 5. day: project summary, workshops, results and consequences. Students involved in the mobilities will be chosen following an agreed scenario (competitions, volunteer works etc.), with the shared method of involving 2 of the best performing students at school and 2 participants with fewer opportunities (due to economic, social, educational or cultural differences).

Working on the project topic is not limited for the time of mobilities, the topic is elaborated throughout the whole semester with the help of online cooperation and communication through the eTwinning site. The structure of cooperation is the following: Under the auspices of one main semester topic, children will have to research 4 sub-topics in mixed nationality groups, i.e. 2 Spanish, 2 Dutch, 2 German and 2 Hungarian students will work together on e.g. "effects of droughts on the Andalusian agriculture" or "the effect of climate change on hydrologic processes in the Guadalquivir River ". This will happen through the developing of eTwinning projects in Twinspace.

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

Yes

How many participants would fall into this category?

8

Which types of situations are these participants facing?

Cultural differences

Social obstacles

Educational difficulties

Refugees

How will you support these participants so that they will fully engage in the planned activities?

The two international schools there are several immigrant students who are brilliant minds, but are facing difficulties due to this status (interrupted schooling, limited English language proficiency, social isolation, low self-esteem etc.) Encouraging these children in joining the programme may open new dimensions for them. Science has areas, where it is easy to prevail in any different mother language, without good English skills, as it provides several ways of contribution to the project and of self-expression (mathematical calculations, modelling, construction of maquettes, drawing, painting, recording videos, collection of chemical formulas, drafting process diagrams, flow charts etc.). The other typical marginalised student group in the four institutions are children with learning difficulties. With these children it is sometimes possible to reach breakthrough results with a complete change in the learning environment and teaching methodology.

Each school sends 8 students to every project destination, out of whom 2 will be consistently chosen from these student pools. Each project meeting is preceded by eTwinning project cooperation among the participating students, in the framework of which students with fewer opportunities will also find their share of work. Integration of these students into the sub-topic teams can be facilitated by appointing a peer to them from the same group, who will be in charge of helping, assisting the student, e.g. with translating and interpreting.



Management

Funds for Project Management and Implementation

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

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Applicant Organisation	500.00 EUR	1	12000.00 EUR
Partner Organisation	250.00 EUR	3	18000.00 EUR
Total		4	30000.00 EUR

Project Management and Implementation

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

Each partner school will be charged with more or less equal shares of tasks during the four semesters period. This is apparent from the timetable as the same sequence of project events precede and follow every mobilities. In addition, in order to ensure sound management, each institutions are appointed to be responsible for specific tasks.

General tasks:

The general coordination of the project is the task of Orchidea School.

Travelling to the host institution is organised by responsible teachers of the visitor schools.

Accommodation for the visiting teams is organised by the host school. Communication between teachers happens through a common mailing list, parallelly all types of cooperation and discussions are carried out through the eTwinning site. Each partner school holds regular project meetings at the beginning of every month with involvement of teachers presented in the Participating Organisations part and two student representatives of the project team.

Each school hosts and manages one water management topic, this means that activities carried out, sites visited, presentations and workshops held during the 5 days long mobility period will all be connected to the chosen topic in their responsibility. The 4 schools manage the preparation, elaboration and dissemination of the 4 topics. In elaborating the presentations about the sub-topics presented on the occasion of mobilities, host team members are responsible for providing visitor peers with all relevant information. These are national specificities of water sector structure and management as well as geographical, cultural and social characteristics of their home country.

Besides each partner school has to ensure on the one hand: the place and all circumstances of hosting the three groups of students (eating and accommodation, taking into consideration any kind of individual/special needs (food allergy, diet etc.)) as well as smooth functioning of the planned school programmes and site visits. On the other hand each school is in charge of following and continuously evaluating the work carried out by the student teams via eTwinning. Smooth management of the project requires good communication and respect of deadlines.

Specific tasks:

The kick-off meeting is organized and hosted by the coordinator, Orchidea School. The aim is to get to know each other personally and to determine the points of connection in the science subject curricula (this requires in-depth preparation work with the curricula from the part of each partner schools), as well as to check and fine-tune the whole programme before start.

IES Medina Azahara School will be responsible for the project logo contest and the poll, as well as all art competitions.

Leibniz Gymnasium is responsible for the evaluation of the project based on indicator factors commonly agreed.

Scala College is responsible for the design and printing of materials to be published in paper, however the content is subject to common discussion.

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

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

Cooperation with the project partners started in former Erasmus+ projects. Three of the participating schools have already taken part in KA01 mobility projects where some of our teachers had a chance to meet colleagues from other countries. During those mobilities they initiated the idea of job shadowing programmes in subsequent projects. During the past academic year two job shadow programmes were organised. One teacher from Orchidea School went to The Netherlands, while two teachers visited a school in Spain. The job shadowing programme was really successful, so we agreed on further cooperation and we would like to exploit the experience and good relationship to realize the objectives of the present project.

Orchidea School has a student exchange programme with GD Goenka School from Hisar, India. During one of the exchange programmes teachers from Orchidea School met German colleagues and students in India. Following some negotiations they decided to work together in a KA2 project.

Two of the four institutions have already taken part in KA2 projects: the Spanish and the Dutch schools but two of them haven't participated in any yet the Hungarian and the German schools, although the latter ones have also got experience in student exchange programmes.

The two schools having experience in KA2 strategic partnership projects are ready to share their experience and good practices with the less experienced partners. They can give support in selecting students to participate in the project, in organising the project tasks in the periods between mobilities as well as financial management. They give valuable support in preparing for unexpected situations. Hungarian school, already experienced in KA1 projects, has decided to increase their expertise coping with the task of coordinating this project. For that reason, the two more experienced schools are actively helping it to comply with all the requirements of the application form.

List of Activities

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

Yes

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

In the four semester long project frame we plan to organise four mobilities to the four partner schools. In each of the semesters 3 visitor schools will be hosted by the fourth partner, who is the project topic leader in the given period. Visitor schools send 10 participants (8 students and 2 teachers) each. The selection of students participating in the mobilities, follow the same script in each school: the team of 8 students will be made up of 2 students providing the best school performance in the last year (average of marks), 2 students with fewer possibilities (detailed in the Management part), while the remaining 4 students will be chosen from the list of applicants set up during the project introduction event (see P2 in case of the first semester mobility) according to their volunteer works previously prepared. This means that children can apply for being involved by the elaboration of a volunteer work on one of the environmental challenges represented by the selected project sub-topic.

Preparation of the participants will be coordinated by school teachers and - if necessary - assisted by professional mentors from the different water management sectors. Supporting of the participating student will be ensured by a more flexible school timetable for the preparation period, extra, talent management lessons and by providing them with ICT tools. Students safety will be ensured by passenger insurance and teachers' supervision. The safety of the participants is going to be ensured by careful preparation, during the mobilities the students are going to be accompanied by their teachers. Insurance policies are going to be bought to prepare for any unexpected situations or emergencies. Besides insurance policies every participant is going to have the European Health Insurance Card.

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

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	Water shortage in the Guadalquivir River basin	IES MEDINA AZAHARA (940937055)	Short-term exchanges of groups of pupils	11-2019	24	6	23296.00 EUR
C2	Flood management in the Netherlands	Scala College (948166659)	Short-term exchanges of groups of pupils	03-2020	24	6	21496.00 EUR
C3	Water in the Ruhr Area - Between Industry and Recreation	Leibniz Gymnasium Dortmund International School (901995920)	Short-term exchanges of groups of pupils	11-2020	24	6	21496.00 EUR
C4	Underground water reserves in Hungary	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium (915090047)	Short-term exchanges of groups of pupils	03-2021	24	6	23296.00 EUR

Activity Details (C1)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Water shortage in the Guadalquivir River basin		
Leading Organisation		Participating Organisations
IES MEDINA AZAHARA		Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium Scala College Leibniz Gymnasium Dortmund International School
Starting Period	Duration (days)	Country of Venue
11-2019	5	Spain

Description of the activity:

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

The activity is based on getting acquainted with the Andalusian geographical and climate conditions, as well as regional and global issues considering drought managements. Related issues and subjects are: climate change (reasons and consequences), water chemistry (chemical composition of different affected water bodies, salination, acidification, pollution due to industrial activity etc.), geography (cultural geography, world heritage sites related to water, risky regions etc.), physics (phase separation methods, decanting, filtration of underground water through different soil types etc.) and biology (loss of diversity, invasive species, loss of wetland habitats etc.).

Details of the activity:

After the introduction of the project to the host school and before the mobility takes place, students from Cordoba collaborate and share information about the different topics to be worked on during the meeting: Sotos de la Albolafia, Patios of Cordoba, Wells in Doñana and how can they affect the Park, Agricultural uses, Problems of erosion and desertification along the Guadalquivir river, Drought periods and how agriculture has adapted to it and Climatic information.

Mobility programme:

Day 1: - Introduction by "ice-breaking" activity

- Initial session about the city, the region and the river presented by the host team.
- Presentations of the visitor teams on different sub-topics
- Teamwork to prepare interviews, videos, newspaper articles

Day 2-4: - Visiting research center about soils, fertility, erosion.

- Visiting the Sotos de la Albolafia in Córdoba
- Visiting the Patios of Cordoba, focusing on its traditional use of water.
- Cultural visits.
- Visiting the Doñana Park
- Recording two interviews with specialized investigators
- Editing Video interviews
- Creating a newspaper RIVER OF CHALLENGES-GUADALQUIVIR EDITION

- Creating banners for the exhibitions

Day 5: - Revision of activities, feedback, presentation of interviews and videos

- Joint afternoon art and craft workshop

Activities after the mobility will include:

- Editing Video interviews. Including it in eTwinning and websites
- Publishing the Newspaper RIVER OF CHALLENGES - Guadalquivir Edition
- Working to prepare the next meeting
- Dissemination activities:
- Preparing an Exhibition to be taken to the next meeting

Other contributions: Some groups of students already working on the topic of sustainability as a part of their tutorial plan will present the they developed in order to save water in the bathroom (Bitro project).

The development of the Project will be included in the curriculum of the Subject “Cultura Científica” (Scientific Culture), taught in ESO 4th grade (aged 15 years). Other interested students in our school will work in voluntary workshops, developed on an extracurricular basis. The Project BITRO of saving water is developed in tutorial sessions as a part of getting to know how an enterprise works.

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

Yes

Please explain how this will be achieved and what the expected benefits are.

3 times 8 students + 2 teachers will travel to Spain, Córdoba, for 5 days. They will be working together with IES Medina Azahara students and teachers. The Spanish student group is also made up of 8 students. Preliminary to this mobility all student have been working on the main topic related sub-topics in mixed nationality groups, which means that by this time 4 sub topics will have been elaborated via eTwinning by groups of respectively 2 Spanish students, 2 Dutch student, 2 German students and 2 Hungarian students.

Art works about the cultural and historical aspects of water conservation prepared by Medina Azahara students will be uploaded to the site. All other students from the three partner schools can contribute online or by sending works of any type, which will be exhibited in the school.

Students will improve their skills in:

- Foreign languages
- ICT
- Interpersonal relations
- Teamwork

They will also improve their:

- Environmental commitment
- Scientific knowledge
- Knowledge of cultural uses in different countries

Teachers will:

- Exchange good teaching practices
- Improve their foreign language skills
- Learn about other countries, cultures and uses of water
- Get acquainted with other education systems.

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

Benefits for participants: Introduction to the Andalusian geographical and climate conditions and Guadalquivir river basin challenges due to global warming, learning about the unique importance of water utilization in mediterranean countries and interrelatedness of culture, history, arts and architecture with this environmental element. (see the number of Cultural Heritage sites connected to water). Students will gain a basic understanding of soil structure, soil chemistry and how different soil types react to the lack of water. In addition agricultural and industrial needs and requirements towards the Guadalquivir River makes economic aspects more understandable and gives a clear view about what integrated water resource management means. Highly valuable ecosystems threatened by climate change and agricultural activity in Doñana National Park can serve as a basis of comparison analysis with other risky mediterranean areas in Europe and worldwide. Technical challenges, like improving water use technical efficiency (modernization of irrigation techniques) involves practical utilization of STEM subjects. Practical examples shown during site visits improve technical and scientific skills and competencies.

In addition children will gain understanding about the interrelatedness of different science subjects in drought management topic. The activity provides them with up-to-date information about the drought management sector in Andalusia, connection between market and state stakeholders, basic laws of environmental economics and through all this, it proves the outstanding importance of international partnerships, exchange of knowledge and capacity building.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Leibniz Gymnasium Dortmund International School / Germany	500-1999 km	7	8	2	7482.00 EUR
2	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium / Hungary	2000-2999 km	7	8	2	8332.00 EUR
3	Scala College / Netherlands	500-1999 km	7	8	2	7482.00 EUR

Group 1, Activity (C1 - Water shortage in the Guadalquivir River basin)

Sending Organisation		Country of Venue
Leibniz Gymnasium Dortmund International School / Germany		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 2, Activity (C1 - Water shortage in the Guadalquivir River basin)

Sending Organisation		Country of Venue
Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium / Hungary		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	10	360.00 EUR	3600.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 3, Activity (C1 - Water shortage in the Guadalquivir River basin)

Sending Organisation		Country of Venue
Scala College / Netherlands		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Activity Budget

Budget Items	Grant
Travel	9100.00 EUR
Individual Support	14196.00 EUR
Total Grant	23296.00 EUR

Activity Details (C2)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Flood management in the Netherlands			
Leading Organisation		Participating Organisations	
Scala College		Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium IES MEDINA AZAHARA Leibniz Gymnasium Dortmund International School	
Starting Period	Duration (days)	Country of Venue	
03-2020	5	Netherlands	

Description of the activity:

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

3 times 8 students + 2 teachers will travel to the Netherlands, Scala College for 5 days. They will be working together with Scala students and teacher. The Dutch student group is also made up of 8 students. Preliminary to this mobility all student have been working on the main topic related sub-topics in mixed nationality groups, which means that by this time 4 sub topics will have been elaborated via eTwinning by groups of respectively 2 Spanish students, 2 Dutch student, 2 German students and 2 Hungarian students. For example these four sub topics can be the main factors of flood management: Deltaworks, dunes, polders and protection against rivers.

Mobility programme:

Day 1: On the first day we will have an introduction to our school and the Netherlands with ice-breaker games to enable students to get to know one another. One Month prior to the exchange students will be matched and via E-twinning upload information about themselves, family and area. In the afternoon we would like to present the work of all students which will have been assigned prior to the visit linked to the Dutch Deltaworks, dunes and polders. They will present their findings to the other students of the other countries. This creates and activates prior knowledge for the excursions and workshops that will commence throughout the week.

Day 2: Visit, including a guided tour to Deltaworks Neeltje Jans, here they will relive history from the flood disaster to the construction of the Deltaworks. They shall visit the storm barrier which is the largest in the world.

Day 3: Visit to the Keringshuis (Water management information center) and participate in a guided tour and quiz. Here the students will learn more about how the Dutch keep their feet dry, the Dutch water management, the dunes, dikes, polders and the flood disaster. They are able to test how everything works on an educational level.

Day 4: Visit to Waterloopbos. In the Waterloopbos there are scale models of approximately 30 large waterworks from around the world. Not only were the Delta Works designed here, but also the harbours of Rotterdam, Lagos, Ijmuiden, Istanbul and Bangkok. For years, the Waterloopkundig Laboratory carried out research in the Waterloopbos and simulated reality with water, weirs, dams and wave machines.

Day 5: Visit to the Molenviergang. Here the history linked to the use of windmills in the Netherlands and learn where and how polders derived. afternoon project where students will work together as a team and compare the Dutch waterwork and water management system to one they use in their own country. What are the similarities, differences and why are these system of utmost importance to the Netherlands.

As far as feasible, with a more flexible timetable all student will get the possibility to participate in workshops and stakeholders' presentations during the week, while all activities are shared and can be followed and commented online.

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

Yes

Please explain how this will be achieved and what the expected benefits are.

The physical mobility is preceded by virtual exchanges through eTwinning, this is the phase, when mixed nationality groups are working together on sub-topics. The mobility itself sets as an objective to present and underpin this preliminary research work. Outputs of the project are studies elaborated by the four mixed nationality teams, about the 4 sub-topics. Essential part of the work is to seek and draw parallels between environmental elements affecting water bodies in the different countries and at different levels (national, European, international). This will be presented and proved during the mobility event and used as source material in the student activity between mobilities phase.

Art works about the cultural and historical aspects of flood protection prepared by Scala College students will be uploaded to the site. All other students from the three partner schools can contribute online or by sending works of any type, which will be exhibited in the school.

Students will improve their skills in:

- Foreign languages
- ICT
- Interpersonal relations
- Teamwork

They will also improve their:

- Environmental commitment
- Scientific knowledge
- Knowledge of cultural uses in different countries

Teachers will:

- Exchange good teaching practices
- Improve their foreign language skills
- Learn about other countries, cultures and uses of water
- Get acquainted with other education systems.

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

Benefit for participants: introduction to use and construction of the Deltaworks, introduction to creation of the Dutch polders and windmills, recreate, simulate and construct own waterworks and broadening the perspective and knowledge of the great importance of the dikes, polders and watermanagement in the Netherlands. Learning about 30 large waterworks from around the world and learning/finding information about the distinctive nature and the cultural history of the forest. Finally students will compare the Dutch water management system to one system of choice to their own country which will show them the necessity to look at problems from different perspectives, especially with the water level rising.

In addition children will gain understanding about the interrelatedness of different science subjects in flood management topic. The Dutch example shows how to operate a not only sustainable, but extremely profitable agriculture in a small, densely populated country, which lies nevertheless in one of the most vulnerable parts of the world due to climate change.

Site visits, presentations and discussions with stakeholders provides students with up-to-date information about the flood management sector in the Netherlands, connection between market and state stakeholders, basic laws of environmental economics and through all this, it proves the outstanding importance of international partnerships, exchange of knowledge and capacity building.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	IES MEDINA AZAHARA / Spain	500-1999 km	7	8	2	7482.00 EUR
2	Leibniz Gymnasium Dortmund International School / Germany	100-499 km	7	8	2	6532.00 EUR
3	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium / Hungary	500-1999 km	7	8	2	7482.00 EUR

Group 1, Activity (C2 - Flood management in the Netherlands)

Sending Organisation		Country of Venue	
IES MEDINA AZAHARA / Spain		Netherlands	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons	
8	2	10	

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR

Total Individual Support Grant	4732.00 EUR
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Group 2, Activity (C2 - Flood management in the Netherlands)

Sending Organisation	Country of Venue
Leibniz Gymnasium Dortmund International School / Germany	Netherlands

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	10	180.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 3, Activity (C2 - Flood management in the Netherlands)

Sending Organisation		Country of Venue
Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium / Hungary		Netherlands
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Activity Budget

Budget Items	Grant
Travel	7300.00 EUR
Individual Support	14196.00 EUR
Total Grant	21496.00 EUR

Activity Details (C3)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
Water in the Ruhr Area - Between Industry and Recreation	

Leading Organisation		Participating Organisations	
Leibniz Gymnasium Dortmund International School		Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium IES MEDINA AZAHARA Scala College	
Starting Period	Duration (days)	Country of Venue	
11-2020	5	Germany	

Description of the activity:

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

The activity is based on getting acquainted with water management practices of the Regions of North Rhine-Westphalia regarding industrial and recreational needs. Related issues are: the management of transboundary river basins, international water law, economic externalities of industrial water utilization, rehabilitation of former industrial sites, chemical and heat pollution of water bodies and soil of catchment areas.

In the preparation phase mixed nationality teams will exchange information and prepare the work through eTwinning, email and websites, while the host team prepares a general presentation.

In periods between mobilities: students will carry out research on the history of Phoenix Area (formerly a site of heavy industry) and the Emscher (formerly highly polluted river through Dortmund), different ways of cleaning water (sewage plant and biological waste water purification), Mapping of heavy industry in Dortmund and Ruhr Area

Mobility programme:

Day 1: Presentation of project, forming of expert-groups, excursion to Lake Phoenix (at the site of former steelworks) will provide students with a model example for the change from heavy industry to modern technology.

Day 2: Excursion to the Emscher (formerly heavily polluted but now renaturated river, biol./chem./phys. water analysis) will introduce students to methodology of water analysis and provide an idea of how the water quality improved over the past years.

Day 3: Excursion to either sewage plant or waterworks will introduce students into either the industrial cleaning water or how millions of people are provided with fresh drinking water every day.

Day 4: Excursion to Dortmund Harbour (mapping of aspects of industry and recreation) makes students realize how close industry and recreation are interwoven in Dortmund and the Ruhr area, forming what is often called "Industrial Heritage" in English, and "Industriekultur" ("industrial culture" - meaning, that cultural life and industry are inseparably intertwined) in German.

Day 5: Final summaries and presentations of project, canoeing on River Ruhr, the first of which seems self-explaining and the latter being a tour through conservation areas raising awareness for the importance of clean and protected waterways.

Normal activities in the involved school will be arranged in a more flexible timetable during the week, giving opportunity to all the interested students to take part in the workshops and lectures held by stakeholders. Later other groups of pupils will be taken to the same sites and the project topic will be processed during school subject lessons.

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

Yes

Please explain how this will be achieved and what the expected benefits are.

The physical mobility is preceded by virtual exchanges through eTwinning, this is the phase, when mixed nationality groups are working together on sub-topics. For example these four sub-topics can be: urban water-use and industrial water-use externalities, recreation areas, water pollution, destruction of catchment areas. The mobility itself sets as an objective to present and underpin this preliminary research work. Outputs of the project are studies elaborated by the four mixed nationality teams, about the 4 sub-topics. Essential part of the work is to seek and draw parallels between environmental elements affecting water bodies in the different countries and at different levels (national, European, international). This will be presented and proved during the mobility event and used as source material in the student activity between mobilities phase.

Students will improve their skills in:

- Foreign languages
- ICT
- Interpersonal relations
- Teamwork

They will also improve their:

- Environmental commitment
- Scientific knowledge
- Knowledge of cultural uses in different countries

Teachers will:

- Exchange good teaching practices
- Improve their foreign language skills
- Learn about other countries, cultures and uses of water
- Get acquainted with other education systems

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

Benefit for participants: introduction into biological water quality assessment, introduction into technology of water purification, model examples for renaturation of formerly highly polluted industrial areas, broadening of perspective on importance of water for different areas of life, learning about nature in Ruhr area, realizing cross-curricular links and the necessity to look at phenomena and problems from different (scientific) angles, comparing situation in Dortmund with home country.

Art works about the cultural and historical aspects of water conservation prepared by Leibniz Gymnasium students will be uploaded to the site. All other students from the three partner schools can contribute online or by sending works of any type, which will be exhibited in the school.

In addition children will gain understanding about the interrelatedness of different science subjects in industrial and recreational water management practices. The German project topic shows an example for the reconciliation of conflicting demands in case of an international river, flowing through six countries: Rhine is an artery of European commerce, a critical transportation link of European logistics, while it serves chemical plants, factories and power stations, it is a prime source of drinking water, receiver of treated wastewater and, at the same time, it has to come up to recreational needs. Consequently Rhine (along with River Danube, passing through or bordering 9 countries - a good point of comparison!) serves as a perfect textbook to demonstrate challenges posed by international river systems.

Site visits, presentations and discussions with stakeholders provides students with up-to-date information about the topic, and will also highlight connection between market and state stakeholders, basic laws of environmental economics and through all this, it proves the outstanding importance of international partnerships, exchange of knowledge and capacity building.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	IES MEDINA AZAHARA / Spain	500-1999 km	7	8	2	7482.00 EUR
2	Scala College / Netherlands	100-499 km	7	8	2	6532.00 EUR
3	Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium / Hungary	500-1999 km	7	8	2	7482.00 EUR

Group 1, Activity (C3 - Water in the Ruhr Area - Between Industry and Recreation)

Sending Organisation		Country of Venue
IES MEDINA AZAHARA / Spain		Germany
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 2, Activity (C3 - Water in the Ruhr Area - Between Industry and Recreation)

Sending Organisation		Country of Venue
Scala College / Netherlands		Germany
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	10	180.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 3, Activity (C3 - Water in the Ruhr Area - Between Industry and Recreation)

Sending Organisation		Country of Venue
Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium / Hungary		Germany
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Activity Budget

Budget Items	Grant
Travel	7300.00 EUR
Individual Support	14196.00 EUR
Total Grant	21496.00 EUR

Activity Details (C4)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Underground water reserves in Hungary			
Leading Organisation		Participating Organisations	
Orchidea Magyar-Angol Két Tanítási Nyelvű Óvoda, Általános Iskola és Gimnázium		IES MEDINA AZAHARA Scala College Leibniz Gymnasium Dortmund International School	
Starting Period	Duration (days)	Country of Venue	
03-2021	5	Hungary	

Description of the activity:

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

The activity is based on giving a broad understanding of the underground water resources topic via the introduction of the hydrological (inflow, outflow, water cycle, annual water balance), geographical (Carpathian Basin, Carpathian Mountains, Danube and Tisza Rivers' catchment areas) and other influencing factors (climate, agricultural and industrial use, effects of global warming and extreme weather events, shared responsibility of 9 countries over River Danube).

Methodologically we plan to elaborate a project week programme, which can be used in alternative curricula in the future as well.

Mobility programme:

Day 1: Welcome and school introduction: Half day programme at Orchidea school: The host teams introduce themselves and their country by means of the "ice-breaking" programme, visitors introduce themselves as in this activity. After this, first the host team presents the main topic "Groundwater resources in Hungary" with a 20 minutes long presentation, then visitor teams present their sub-topics. Presentations are followed by discussion.

Afternoon excursion to the beautiful Pilis forest, Pilisszántó, discovering the Trézsi spring.

Day 2: Visit to Szentendre Island, presentation of river bed filtration wells, introduction to the extraction of water and basic purification process. After lunch visiting the water pipeline tunnel under River Danube, drinking water analysis with mobile toolkit.

Day 3: Visit to Budapest Central Wastewater Treatment Plant in Csepel Island. Introduction to wastewater treatment technology, water analysis in the laboratory. Afternoon visit to the control room of Budapest Waterworks Ltd., presentation of network operation and maintenance. Water leak detection night tour guided by Budapest Waterworks Operation and Maintenance Team.

Day 4: Visit to SZE-SZÓ Mineral Water Bottling Factory in Cegléd. Introduction to different types of underground waters and their chemical composition. In the afternoon excursion to Pálvölgyi Dripstone Cave and visiting a karst spring.

Day 5: Summary of the week and modelling and art workshop organized by Orchidea School students. Afternoon visit to Széchenyi Thermal Bath.

Normal activities in the involved school will be arranged in a more flexible timetable, giving opportunity to all the students interested to take part in the workshops and lectures held by stakeholders. Later other groups of pupils will be taken to the same sites and the project topic will be processed during school subject lessons. In the long term first we plan to repeat the project week programme on the occasion of the sustainable development project week, held each year in March, after to transform our science teaching structure by the harmonization of science subjects and work with integrated science projects in the whole academic year.

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

Yes

Please explain how this will be achieved and what the expected benefits are.

The physical mobility is preceded by virtual exchanges through eTwinning, this is the phase, when mixed nationality groups are working together on sub-topics. For example these four sub-topics can be: drinking water safety, comparison of bottled and tap water, karst regions in Hungary, water drainage conditions. The mobility itself sets as an objective to present and underpin this preliminary research work. Outputs of the project are studies elaborated by the four mixed nationality teams, about the 4 sub-topics. Essential part of the work is to seek and draw parallels between environmental elements affecting water bodies in the different countries and at different levels (national, European, international). This will be presented and proved during the mobility event and used as source material in the student activity between mobilities phase.

Outputs of the project: Elaborated studies, prepared by the four mixed nationality teams, about the 4 sub-topics at three levels: 1. in Hungary 2. in European Union member states, 3. in the world.

Art works about the cultural and historical aspects of water conservation prepared by Orchidea School students will be exhibited. All other students from the three partner schools can contribute online or by sending works of any type, which will be exhibited in the school

Students will improve their skills in:

- Foreign languages
- ICT
- Interpersonal relations
- Teamwork

They will also improve their:

- Environmental commitment
- Scientific knowledge
- Knowledge of cultural uses in different countries

Teachers will:

- Exchange good teaching practices
- Improve their foreign language skills
- Learn about other countries, cultures and uses of water
- Get acquainted with other education systems

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

Benefits for participants: Introduction to the Hungarian geographical and climate conditions with a special attention to Budapest and Pest county characteristics considering water extraction possibilities. Students will get a clear view about how changing tendencies in the rainfall pattern influence Hungarian agriculture and economy. Mobility week activities aim to raise students' cultural and environmental awareness at the same time, by getting an insight into the delicate balance of underground water extraction and economic use. Visiting water-related cultural sites gives picture about the interrelatedness of culture, history, arts and architecture with this environmental element. Students will gain a basic understanding of drinking water and wastewater physical and chemical analysis. Technical challenges, like improving the technical efficiency of water extraction, preservation of thermal waters and thermal gradient, involves practical utilization of STEM subjects. Practical examples shown during site visits improve technical and scientific skills and competencies.

In addition children will gain understanding about the interrelatedness of different science subjects in underground water management practices. By the elaboration of underground water reserves maps at national, European and world scale, students will get a clear view about the abundance of this natural reserve in Hungary and its economical and political significance.

Site visits, presentations and discussions with stakeholders provides students with up-to-date information about the topic, and will also highlight connection between market and state stakeholders, basic laws of environmental economics and through all this, it proves the outstanding importance of international partnerships, exchange of knowledge and capacity building.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	IES MEDINA AZAHARA / Spain	2000-2999 km	7	8	2	8332.00 EUR
2	Leibniz Gymnasium Dortmund International School / Germany	500-1999 km	7	8	2	7482.00 EUR
3	Scala College / Netherlands	500-1999 km	7	8	2	7482.00 EUR

Group 1, Activity (C4 - Underground water reserves in Hungary)

Sending Organisation		Country of Venue	
IES MEDINA AZAHARA / Spain		Hungary	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons	
8	2	10	

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	10	360.00 EUR	3600.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 2, Activity (C4 - Underground water reserves in Hungary)

Sending Organisation	Country of Venue	
Leibniz Gymnasium Dortmund International School / Germany	Hungary	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Group 3, Activity (C4 - Underground water reserves in Hungary)

Sending Organisation		Country of Venue
Scala College / Netherlands		Hungary
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	7	406.00 EUR	3248.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742.00 EUR	1484.00 EUR
Total Individual Support Grant			4732.00 EUR

Activity Budget

Budget Items	Grant
Travel	9100.00 EUR
Individual Support	14196.00 EUR
Total Grant	23296.00 EUR



Special Costs

Special Needs Support

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

Exceptional Costs

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

Follow Up

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

Assessment and evaluation starts in the moment of launching the project by creating a feedback thread on the eTwinning site. Students, teachers, parents and also stakeholders are invited to provide their opinion about the project organization throughout the project period and after. Feedbacks from other bilingual schools are handled with special attention and paves the way of a future cooperation in creating bilingual projects. Comments and remarks from bilingual schools working under the auspices of the same educational system in each country are considered to be the most important constitutive elements of the harmonised project curriculum elaboration process. Feedbacks from students and teachers should be also taken into consideration with care, as these are usually very practical observations, helping to put the projects curriculum into practise.

After each KA2 seminar (P6, P12, P18, P24) students have to complete a questionnaire aiming to draw a picture of satisfaction, this will be managed by each school, the questionnaire will be designed and results will be evaluated and disseminated via eTwinning by Leibniz Gymnasium.

Schools involved will in the long term be able to implement the project curriculum into the subject core curriculums in a flexible and progressive way and use this methodological tool in the elaboration of other science-related projects. These can be combined with student mobilities under the framework of exchange trips or future Erasmus+ strategic partnership cooperations (for eg. for landlocked countries the possibility of gaining knowledge about ocean ecosystem by travelling to countries on the Atlantic.)

Stakeholders have to be involved in the curriculum evaluation process.

As Leibniz Gymnasium and Scala College are already using, while Orchidea School and IES Medina Azahara are planning to introduce IB or GCSE international evaluation systems, all project results serve the purpose of the implementation and/or further improvement of these.

All materials will be translated to the students' mother language according to CLIL methodology. All materials will be freely available and promoted through any educational forum.

Specific assessment:

1. The development of the Project will be included in the curriculum of the Subject "Cultura Científica" (Scientific Culture), taught in ESO 4th grade (15 y.o.). Other interested students in our school will work in voluntary workshops, developed on an extracurricular basis.

2. In the first year after the termination of the project a trial version of the harmonised project curriculum will be implemented in Orchidea School, feasibility will be continuously monitored (questionnaires for science subject teachers, satisfaction sheets for students, possibility to give feedback on eTwinning, involvement of parents). A SWOT analysis will be carried out as well and results will be disseminated.

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

Involved schools gain lifelong experience about how to develop inquiring, knowledgeable and caring young people. Raising environmental and cultural awareness, intercultural understanding and respect helps to create a better teaching environment. Involvement in the project programmes encourage students across Europe to become active, compassionate and lifelong learners who understand that sustainable development can only be realized by means of cooperation. Partner schools are provided with a handbook of water-related projects, a complete harmonised project curriculum, which also serves as a template to create other project topics. Depending on the partner countries own national curriculums, these projects can be integrated into them to a greater or lesser extent. Project material will be also used in IB and GCSE teaching in the future. Research works and presentations can be used in the future in science competitions, e.g. Science Fair in Orchidea School.

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

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

Dissemination will be carried out by the organization of workshops after each mobilities at school level and a final workshop organized at each schools at national level, where stakeholders and bilingual school representatives will be invited. Each partner institutions will be in charge for finding ways of presenting the project in the local media and on the occasion of educational events, for eg. in Hungary, the Association for Bilingual Schools undertook the promotion of the project. Online informal dissemination through the eTwinning site and facebook also plays an important role in sharing experiences.

Annexes

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

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

File Name	File Size (kB)
Declaration of honour_Orchidea School_Budapest.pdf	265

Please attach any other relevant documents.

File Name	File Size (kB)
Total Size (kB)	265

Checklist

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

- It fulfils the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: HU01 Tempus Public Foundation

Please also keep in mind the following:

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

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

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

Data Protection Notice

PROTECTION OF PERSONAL DATA

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

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

http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm

- I agree with the Specific Privacy Statement on Data Protection

Version	Submission Time	Submitted by	Submission ID
1	21-03-2019 07:57:30	kovacs.gabriella@orchideaiskola.hu	1559033
2	21-03-2019 07:59:10	kovacs.gabriella@orchideaiskola.hu	1559043
3	25-03-2019 01:56:36	kovacs.gabriella@orchideaiskola.hu	1562280
4	25-03-2019 16:36:12	kovacs.gabriella@orchideaiskola.hu	1563232
5	26-03-2019 09:53:52	kovacs.gabriella@orchideaiskola.hu	1564701