



Education and Culture DG

Lifelong Learning Programme

COMENIUS
PARTNERSHIPS



LIFELONG LEARNING PROGRAMME COMENIUS Application form 2009 for School Partnerships

Version 1.0 vom 12.12.2008

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

1. SUBMISSION DATA

1.1 TO BE FILLED BY THE COORDINATOR:

LLP Sub-Programme	Comenius	Action Type <i>COM-24M</i>	Partnerships 6
Call	2009		
Working language of the partnership	English		
Title of the Partnership	WATER: Water Awareness Towards Environmental Responsibility		
Acronym (if applicable)	W.A.T.E.R		
The application concerns a	<input checked="" type="checkbox"/> Multilateral Partnership <input type="checkbox"/> Bilateral Partnership		

1.2 TO BE FILLED BY EACH APPLICANT INSTITUTION ONLY IN THE COPY IT SUBMITS TO ITS OWN NATIONAL AGENCY:

Name of applicant institution	Hellweg Schule, Bochum
The applicant institution is	<input checked="" type="checkbox"/> The coordinator <input type="checkbox"/> A partner



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GENERAL INFORMATION

Before completing this form, please read the relevant sections in the *Lifelong Learning Programme Guide* and the 2009 Call for Proposals published by the European Commission. Please consult also the website of your National Agency, which contains additional information on closing dates, National Agency addresses to which the application must be sent, and specific priorities for that year. A link to the European Call for Proposals, the Programme Guide and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website:

http://ec.europa.eu/education/llp/doc848_en.htm

This application form should be completed by the **coordinator** of the proposed Partnership, in cooperation with the partners, giving full details of the Partnership including the details of all partners and all planned mobilities and grant requests for every partner. The coordinator must send a copy of the completed form to each partner. The coordinator and the partners complete and sign the declaration (section 4) and fill the information in part 1.2 on the cover page of their individual copies and submit the form to their National Agencies by **20 February 2009 (date as postmark)**. The partners must not change any of the information contained in the form completed by the coordinator; all copies must be identical except for the Declaration and the fields under 1.2 which should be filled separately by all applicant institutions on their copies of the form. Please note that the form should be completed well in advance before the deadline so that each participating institution is able to post its copy of the application on time.

Please note that each National Agency may request applicants to submit additional information in support of a Partnership application. **Each applicant should check on the website of its National Agency before submitting the form.**

CHECKLIST

Before submitting the application, please make sure that it fulfils the requirements listed below.

- The application fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- The form is not hand written (except for the Declaration and part 1.2).
- The form has been completed **jointly** by the whole Partnership and all partners have received a copy.
- The form has been completed in full.
- The Work programme (section 6.1) contains planned mobility activities of each institution in the Partnership and the Requested EU funding table (section 7) contains grant requests in euro for each partner.
- The form has been completed using the **communication language** of the Partnership (this must be one of the official languages of the EU).
- Multilateral Partnerships:** The partnership consists of institutions located in at least three of the countries participating in the Lifelong Learning programme. **Bilateral Partnerships:** The partnership consists of two institutions, each one located in one of the countries participating in the Lifelong Learning programme. The eligible countries are the 27 Member States of the European Union, Norway, Liechtenstein, Iceland and Turkey.
- At least one participating institution is located in a Member State of the European Union at the starting date of the Partnership.
- Each participating institution has checked with the National Agency in its country that it is



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eligible to participate in a Comenius Partnership.

- If the application concerns a **Bilateral Partnership**, it must include in its work programme a reciprocal exchange of classes or groups of minimum 10 days involving pupils aged at least 12 (a class or group from one school visits the other, and vice versa). The minimum size of the group participating in each phase of the reciprocal exchange is 10 pupils in the case of "small group class exchanges" and 20 pupils in the case of "large group class exchanges" (depending on the grant amount requested). The two participating schools cannot have the same teaching language.
- The copy submitted to each National Agency has been signed by the person authorised to enter into legally binding commitments on behalf of the applicant institution concerned (or a person duly authorised by the legal representative).
- Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.
- Each participating institution has checked with its National Agency whether there are any national eligibility criteria and/or national priorities and whether the National Agency requires any additional information to be submitted in support of the application.

Zusätzliche Kriterien für Antragsteller aus Deutschland:

- Bei Multilateralen Partnerschaften: Wenn der Antrag in einer anderen Sprache als Deutsch eingereicht wird, ist eine Zusammenfassung von etwa einer Seite in deutscher Sprache beizufügen.
- Bei Bilateralen Partnerschaften: Wenn der Antrag in einer anderen Sprache als Deutsch eingereicht wird, ist die vollständige Übersetzung des Antrags ins Deutsche beizufügen. Falls der Antrag auf Englisch eingereicht wird, reicht statt der vollständigen Übersetzung eine etwa einseitige Zusammenfassung
- Für außerschulische Einrichtungen (nur bei bilateralen Partnerschaften) gilt: Bitte fügen Sie einen Nachweis über die in Ihrer Einrichtung durchgeführten Ausbildungsgänge (Lehrlingsausbildung) bei.
Definition von „Schule“ laut Beschluss Nr. 1720/2006/EG des Europäischen Parlaments und des Rates vom 15.11.2006 über ein Aktionsprogramm im Bereich des lebenslangen Lernens: "Alle Arten von schulischen Einrichtungen, sowohl allgemeinbildende Einrichtungen (Vorschule, Grundschule, Sekundarschule) als auch berufsbildende und technische und, soweit es um Maßnahmen zur Förderung des Sprachenlernens geht, ausnahmsweise auch außerschulische Einrichtungen zur Lehrlingsausbildung".

Bitte beachten Sie unbedingt die Hinweise des PAD zu den Antragsverfahren und –wegen in Deutschland in Anhang II dieses Formulars.

Please note: It is strongly recommended to indicate in the Partnership application which of the partners volunteer to act as replacement coordinators, should the original coordinator be rejected in the selection procedure. Please tick the relevant box for each partner who wishes to volunteer – if needed, replacement coordinators will be taken in the order they appear in the form. Please indicate as many replacement coordinators as possible.



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2. COORDINATOR

Sections 2 and 3 contain the details of each institution/organisation participating in the Partnership.

2.1 ORGANISATION

Full Legal Name	Hellweg-Schule [In Latin characters - where originals are not in Latin characters]			
Type of Organisation	General Secondary School			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils)	968
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
Address	Lohacker Strasse 13			
Postcode	44867	City	Bochum	Region NRW
Country	Germany		Scope	European
Organisation's national ID (if applicable)	169705		National Agency of the Coordinator	Germany
Organisation's website (if applicable)	www.hellweg-schule.de		Organisation's e-mail (if applicable)	hs@hellweg-schule.de

2.2 CONTACT PERSON

Title	Mr	First name	Lars
Family name	Moser		
Department	Science		
Position	Head of Chemistry (OStR), Head of Science		
Work Address	As Above		
Postcode		City	
Country			
Telephone 1	+49 2327309210		Telephone 2
Mobile			Fax
E-mail address	Moser-dienst@gmx.de		+49 2327309211

2.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title		First name	Jürgen
Family name	Mengler		
Organisation	Hellweg-Schule		
Department			
Position	Head Teacher		
Work address	As above		
Postcode		City	
Country			
Telephone			Fax
E-mail address	hs@hellweg-schule.de		



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2.4 PREVIOUS PROJECTS

Does the organisation already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows if necessary

2.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

	Grant agreement number
<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	25



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Please make additional copies of Part 3 to add more partners.

PARTNER NR 1**3.1 ORGANISATION**

Full Legal Name	Scuola Media Statale "Claudio Casteller"			
Type of Organisation	EDU - SCHSec			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils)	765
Commercial Orientation	<input type="checkbox"/> Profit	<input type="checkbox"/> Non profit		
Address	Viale Panizza, 4			
Postcode	31038	City	Paese (Treviso)	Region Veneto
Country	Italy		Scope	Local
Organisation's national ID (if applicable)			National Agency of the Partner	Italy
Organisation's website (if applicable)	www.castellerpaese.it		Organisation's e-mail (if applicable)	clbacc@tin.it

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

 Yes**3.2 CONTACT PERSON**

Title		First name	Laura
Family name	Negroni		
Department	Foreign Languages		
Position	English Teacher		
Work Address	Viale Panizza, 4		
Postcode	31038	City	Paese (Treviso)
Country	Italy		
Telephone 1			Telephone 2
Mobile	0039-340-5750151		Fax
E-mail address	lau.negroni@libero.it		



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3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title		First name	Claudio	
Family name	Baccarini			
Organisation	Scuola Media Statale "C. Casteller"			
Department	Management			
Position	Headmaster			
Work address	Viale Panizza, 4			
Postcode	31038	City	Paese (Treviso)	
Country	Italy			
Telephone	0039-422-959057		Fax0039-422-959459	
E-mail address	clbacc@tin.it			

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

2003	COMENIUS 1	2005/05-ITA01-S2C03-00348-3	VeLaH: Vehicular Language and Handicap
2004	COMENIUS 1	2006/06- ITA01-S2C03-00314-3	MARKETING PRINCIPLES IN MODERN SCHOOL MANAGEMENT
2005	COMENIUS 1	2005/05-ITA01-S2C03-00193-3	NUOVI METODI
2006	COMENIUS 1	2006/06-ITA01-S2C03-00137-1	LINK
2007	COMENIUS 1	2007/7 ITA01-CO07-00190-1	DIETA MEDITERRANEA
2008	COMENIUS 1	2008-1-GB1-COM07-00633-2	THE WORLD IS A STAGE

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number
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**PARTNER NR 2****3.1 ORGANISATION**

Full Legal Name	Broomfield School		
	[In Latin characters - where originals are not in Latin characters]		
Type of Organisation	General Secondary School		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils) 1300
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	52 Wilmer Way		
Postcode	N14 7HY	City London	Region South-East
Country	UK	Scope	European
Organisation's national ID (if applicable)	102056	National Agency of the Partner	UK
Organisation's website (if applicable)		Organisation's e-mail (if applicable)	office@broomfield.enfield.sch.uk

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes

3.2 CONTACT PERSON

Title	Miss	First name	Nicola
Family name	Green		
Department	Geography		
Position	Head of Humanities		
Work Address	As Above		
Postcode		City	
Country			
Telephone 1	+44 208 368 4710	Telephone 2	
Mobile		Fax	+44 208 368 1287
E-mail address	Greenn2@broomfield.enfield.sch.uk		



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3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Ms	First name	Martha
Family name	Braggins		
Organisation	Broomfield School		
Department	History		
Position	Assistant Headteacher		
Work address	As Above		
Postcode		City	
Country			
Telephone		Fax	
E-mail address	bragginsm@broomfield.enfield.sch.uk		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

	Grant agreement number
<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	



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PARTNER NR 3**3.1 ORGANISATION**

Full Legal Name	Publiczne Gimnazjum nr 2 im. Henryka Sienkiewicza w Baszni Dolnej			
Type of Organisation	EDU-SCHSec			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils)	130
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
Address	Szkolna 24			
Postcode	37-621	City	Basznia Dolna	Region Podkarpackie
Country	Poland		Scope	E
Organisation's national ID (if applicable)			National Agency of the Partner	Poland
Organisation's website (if applicable)	www.pg-basznia.lubaczow.com.pl		Organisation's e-mail (if applicable)	pg-basznia@lubaczow.com.pl

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes

3.2 CONTACT PERSON

Title	mgr	First name	Ewa
Family name	Zuk		
Department			
Position	teacher		
Work Address	Street – Number (if different from above)		
Postcode	37-621	City	Basznia Dolna
Country	Poland		
Telephone 1	00480166327025	Telephone 2	
Mobile	697723085	Fax	
E-mail address	ewazuk@ymail.com		

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	mgr	First name	Dariusz
Family name	Bogusz		
Organisation	Publiczne Gimnazjum nr 2 im. Henryka Sienkiewicza		
Department			
Position	headmaster		
Work address	Szkolna 24		
Postcode	37-621	City	Basznia Dolna
Country	Poland		
Telephone	00480166327025	Fax	00480166327025
E-mail address	dar777@op.pl		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

	Grant agreement number
<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	



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Full Legal Name	Средно Общообразователно Училище "Ангел Каралийчев"			
	General Secondary School "Angel Karaliichev"			
Type of Organisation	EDU- SHeC			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils)	736
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
Address	Doncho Uzunov 13			
Postcode	5150	City	Strazhitsa	Region Veliko Turnovo
Country	Bulgaria		Scope	Local
Organisation's national ID (if applicable)			National Agency of the Partner	BULGARIA
Organisation's website (if applicable)			Organisation's e-mail (if applicable)	strsou@mail.bg

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

x Yes

3.2 CONTACT PERSON

Title	Ms	First name	Zdravka
Family name	Kostova		
Department			
Position	English teacher		
Work Address	Street - Number (if different from above)		
Postcode	5150	City	Strazhitsa
Country			
Telephone 1	+359895760540	Telephone 2	
Mobile			Fax
E-mail address	zarazuzi@gmail.com		

**3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT**

Title	Mrs	First name	Penka
Family name	Dimitrova		
Organisation			
Department			
Position	Head-mistress		
Work address	Street – Number		
Postcode	5150	City	Strazhitsa
Country			
Telephone	+35961612027	Fax	+35961612027
E-mail address	strsou@mail.bg		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	Grant agreement number
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PARTNER NR 5**3.1 ORGANISATION**

Full Legal Name	Görgü İlköğretim Okulu			
	Gorgu Ilkogretim Okulu			
Type of Organisation	EDU-SCHPrm-Primary School			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of pupils)	216
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
Address	Görgü Köyü Yeşilyurt			
Postcode	44900	City	Malatya	Region Yeşilyurt
Country	TURKEY		Scope	L-local
Organisation's national ID (if applicable)	694154		National Agency of the Partner	Turkey
Organisation's website (if applicable)			Organisation's e-mail (if applicable)	694154@meb.k12.tr

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order in which they appear in this form)?

Yes

3.2 CONTACT PERSON

Title	Ms.	First name	Gülşah
Family name	Dinçer		
Department			
Position	Teacher		
Work Address	Görgü Köyü Yeşilyurt		
Postcode	44900	City	Malatya
Country	Turkey		
Telephone 1			Telephone 2
Mobile	00905057052573		Fax
E-mail address	Berra.44@hotmail.com		

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr.	First name	Fahrettin
Family name	Tunç		
Organisation			
Department			
Position	Head Teacher		
Work address	Görgü Köyü Yeşilyurt		
Postcode	44900	City	Malatya



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Country	Turkey		
Telephone	00904224851057	Fax	
E-mail address	694154@meb.k12.tr		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Comenius School Partnerships (and former School projects / School development projects / Language projects) funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	Grant agreement number
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4. ERKLÄRUNG

ERKLÄRUNG

Die Erklärung ist von der Person zu unterzeichnen, die die antragstellende Einrichtung rechtsverbindlich nach außen vertritt. Diese Erklärung muss von jeder antragstellenden Einrichtung gesondert in der Kopie des Antrags ausgefüllt und unterzeichnet werden.

Ich, der / die Unterzeichnete,

beantrage von meiner Nationalen Agentur den im beigefügten Antragsformular bezifferten Zuschuss.

Erkläre, dass:

- alle in diesem Antrag enthaltenen Angaben meines Wissens korrekt sind.
- meine Einrichtung von ihrem legalen Status her zur Antragstellung berechtigt ist.

ENTWEDER

Meine Einrichtung verfügt über die finanzielle und operationelle Fähigkeit, das vorgeschlagene Projekt durchzuführen.

ODER

Meine Einrichtung ist im Sinne des Aufrufs zur Interessensbekundung eine öffentliche Einrichtung und kann dies - sofern erforderlich - belegen. Sie bietet Lerngelegenheiten und

- entweder (a) zumindest 50 Prozent ihrer jährlichen Einkünfte während der letzten zwei Jahre stammen von öffentlichen Quellen;
- oder (b) wird von einer öffentlichen Einrichtung oder deren Vertreter überprüft

Ich bin durch meine Einrichtung berechtigt, für diese finanzwirksame Vereinbarungen zu unterzeichnen.

Versichere, dass:

Die Einrichtung, die ich vertrete:

- sich nicht in einem Konkursverfahren, in Liquidation oder im gerichtlichen Vergleichsverfahren befindet oder ihre gewerbliche Tätigkeit eingestellt hat oder sich aufgrund eines in den einzelstaatlichen Rechts- und Verwaltungsvorschriften vorgesehenen gleichartigen Verfahrens in einer vergleichbaren Lage befindet;;
- nicht aufgrund eines rechtskräftigen Urteils aus Gründen bestraft wurde, welche ihre Zuverlässigkeit in Frage stellen;
- nicht im Rahmen ihrer Tätigkeit eine schwere Verfehlung begangen hat, welche von der Nationalen Agentur nachweislich festgestellt wurde;
- ihrer Pflicht zur Entrichtung von Sozialversicherungsbeiträgen, Steuern oder sonstigen Abgaben nach den Rechtsvorschriften des Landes ihrer Niederlassung, des Landes des öffentlichen Auftraggebers oder des Landes der Auftragserfüllung nachgekommen ist;
- nicht rechtskräftig wegen Betrug, Korruption, Beteiligung an einer kriminellen Vereinigung oder einer anderen gegen die finanziellen Interessen der Gemeinschaften gerichteten Handlung verurteilt wurde;
- keinem Vorgang unterliegt, bei dem im Zusammenhang mit einem anderen Auftrag oder einer Finanzhilfe aus dem Gemeinschaftshaushalt eine schwere Vertragsverletzung wegen Nichterfüllung ihrer vertraglichen Verpflichtungen festgestellt worden ist.

Nehme Folgendes zur Kenntnis:

Meine Einrichtung wird keinen Zuschuss erhalten, wenn zum Zeitpunkt der Antragstellung eine der oben bestätigten Aussagen nicht zutrifft bzw. eine der folgenden Situationen gegeben ist:



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- Interessenskonflikt (aus familiärem, persönlichen oder politischen Grund bzw. aus einem nationalen, wirtschaftlichen oder sonstigen Interesse, das mit einer direkt oder indirekt in die Zuschussvergabe involvierten Person geteilt wird);
- eine falsche Darstellung von Informationen, die die Nationale Agentur als Bedingung zur Teilnahme an der Zuschussvergabe verlangt bzw. ein Fehlen dieser Informationen.

Sollte dieser Antrag genehmigt werden, ist die Nationale Agentur berechtigt, den Namen und die Adresse dieser Einrichtung, den Titel der Partnerschaft und die Höhe des Zuschusses zu veröffentlichen.

Ich nehme zur Kenntnis, dass meiner Einrichtung administrative und finanzielle Sanktionen auferlegt werden können, wenn sie der falschen Darstellung von Tatsachen oder einer schwerwiegenden Vertragsverletzung eines vorangegangenen Vertrags oder Zuschussverfahrens schuldig ist.

SCHUTZ PERSÖNLICHER DATEN

Der Antrag wird in einem EDV-Verfahren bearbeitet werden. Alle persönlichen Daten (wie Namen, Adressen, Lebensläufe usw.) werden in Übereinstimmung mit der Bestimmung (EC) Nr. 45/2001 des Europäischen Parlaments und des Rates vom 18. Dezember 2000 zum Schutz von Personen in Bezug auf die Verarbeitung persönlicher Daten durch Einrichtungen der EU-Kommission sowie in Bezug auf die Verfügbarkeit dieser Daten. Informationen, die vom Antragsteller zur Bearbeitung des Zuschussantrags zur Verfügung gestellt werden, werden nur zu diesem Zwecke und ausschließlich von der für das jeweilige Programm zuständigen Abteilung verwendet. Auf Nachfrage des Antragstellers können ihm persönliche Daten zur Korrektur oder zur Vervollständigung zugesandt werden. Jegliche Nachfrage bezüglich dieser Daten sollten an die zuständige Nationale Agentur gestellt werden, bei der das Antragsformular eingereicht wird. Zuschussempfänger haben jederzeit das Recht, eine Beschwerde über die Verarbeitung ihrer persönlichen Daten beim Europäischen Datenschutzbeauftragten - http://www.edps.europa.eu/00_home.htm - einzureichen.

Unterschrift: _____ Datum: _____

Name des / der Unterzeichneten: _____

Position innerhalb der Einrichtung: _____

Name der antragstellenden Einrichtung: _____

Bundesland der antragstellenden Einrichtung: _____

Stempel der Einrichtung (sofern vorhanden):



5. DESCRIPTION OF PROPOSED PARTNERSHIP

Please note that this section must be completed **jointly** by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

5.1 SUMMARY

Summary of the planned Partnership. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise and do not exceed 200 words.

The main aim of the project is to raise the awareness of water importance for European citizens. The focus in the first year will be on scientific aspects and methods. Teachers and students will undertake a chemical analysis of the water and research the freshwater biodiversity and ecology as an indicator of water quality in their areas. In the second year pupils and teachers will concentrate on the social, cultural, historic and economic importance of water. The plan is to research on the historical development of the interdependency of people and water in their areas (e. g. causes of pollution, social changes, influence on the environment). Using internet-based exchange (email, etwinning...) each school will develop an exhibition and multimedia presentation with the results and interpretation of their work on both aspects.

Results will be also introduced and discussed at the students' meetings.

In the final phase of the project all teachers and students will discuss internet based outcomes which should include the common objectives on the different aspects they have worked on. At the end of the project there will be a common product of all participating schools which will combine the results of both parts of the whole work. This will be a documentary highlighting the major aspects of the process of the project work with the specific aim of raising the awareness of water importance in our environment.

In order to disseminate the results and good practices of the project inside and outside each institution, every partner school will set up a permanent 'water lab corner' where all the collected material and equipment will be put at disposal to all the other students so that they will be able to continue and update the experience in the future and will be also open to teachers, staff and families in a public exhibition.

5.2 CONTEXT

What is the general context of **each institution** involved in the proposed Partnership? Is there a specific context as for example: Are the institutions in disadvantaged areas? Do the institutions have pupils, staff or other groups with specific needs, e.g. pupils at risk of social exclusion, pupils with special needs, migrants, refugees? If so, please explain.

Scuola Media Statale "C. Casteller" is situated in Paese/Italy, a village not far from Venice, both in an agricultural and industrial area which attracts many immigrants thanks to its good job opportunities. It hosts about 765 students and 105 teachers. Considering the great number of students coming especially from China, Africa and Eastern Europe and the presence of quite a number of pupils with special needs, the school has devised a plan of organizational and educational flexibility which enables teachers to cope with different kinds of learning needs. The educational offer of the school also aims at building up active and aware citizens in the United Europe and sharing significant experiences with European partners is a fundamental part of this process.

We intend to take part in this project in order to:

- Give the students an opportunity to meet other cultures and grow as European citizens;
- Promote the mobility of teachers and students;
- Improve the knowledge of the European languages and cultures;



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- Increase the students' motivation;
 - Promote the intercultural dimension of teaching and learning;
- Develop the students' understanding and respect towards different cultures.

Publiczne Gimnazjum nr 2 im. Henryka Sienkiewicza w Baszni Dolnej, POLAND:

Our village is situated in the south-east of Poland just near the border on Ukraine. This area is underdeveloped. The economy doesn't function properly here, so we've got serious problem of unemployment. 35% of our pupils commute to school from nearby villages. 45% of our pupils come from the families of the former collective farm workers. Many families are with many children. In the school we have pupils from the whole commune so we face different psychological disturbances, caused by socio-economic factors. Furthermore, we haven't got any specialised schools in the vicinity. Under school roof we gather all categories of children and those with special educational needs as well. The school tries to help these pupils, offering them additional compensatory lessons, different recreational, sport and educational facilities.

General Secondary school Angel Karaliichev, BULGARIA:

General Secondary school Angel Karaliichev is located in the town of Strazhitsa situated in the northern part of the country near the historical city of Veliko Turnovo. It is a small town (about 5000 citizens) with administrative functions. The town is a centre of municipality consisting of above 20 villages which means the main source of living is the agricultural.

The school is the biggest in the area and has students from the town and the neighbouring villages. At present the number of our pupils is 736 at the age from 7 to 19. Some of our students belong to different ethnical groups (Roma, Turks) and others are with special educational needs to whom we provide extra classes with professionals. There are also students from the local orphanage. Some of them are complete orphans and others have families which could not take after them. For these children our school provides regular psychological consultancy. We have also very talented students who take part in national and international contests in different fields- arts, music, literature, sports. The school is in the centre of the cultural life of the municipality and it is involved in all events organized by the local community.

Broomfield School, London

Broomfield School is a multi-cultural school in North London. A high percentage of students are from disadvantaged backgrounds. As a result, some of these students have specific barriers to their learning. This project will enable these students to visit areas of Europe and experience different cultures and see environments that they would not normally have the opportunity to visit.

Görgü Primary School, TURKEY

The school is located in the rural area between the town of **Yeşilyurt** and the city of Malatya in Eastern Anatolia Region of Turkey. Our village is surrounded by Beydağı Mountains, and the town is popular with Cazibeli Su which means a charming water and is a world-renowned water source. What's more, Yeşilyurt has a remarkable artistic landscape with a lot of apricot trees.

We are a school complex of Primary and Middle Secondary School with 216 pupils on roll. Children start their education at the age of 7 in primary school and continue it at the middle school until they are 14. We are situated in a socio-economically disadvantaged area and a large number of students come from poor families and then leaving school early is a well known phenomenon in this area. The reality is that pupils are faced with low education level in social exclusion in later life. So we are very interested in giving our children the opportunity to get to know European culture, problems, languages at an early stage and to take an active part in organising students' projects in Europe and we would like the children to be aware of the lives of other children around the world; to work with a common goal on achieving a better future for all.



5.3 OBJECTIVES OF THE PARTNERSHIP

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

Project objectives:

To undertake a scientific fieldwork based investigation
 To build international links and international relations
 To raise cultural awareness

Concrete objectives:

- promote the importance of the general knowledge and the protection of the environment
- promote the intercultural dimension of learning and increase students' motivation
- carry out activities related to sustainable development in the school, town, region
- create opportunities of interchange experience and information about examples of good practice within the sustainable development
- raise water quality and water pollution issues and protection of the environment
- strengthen intercultural education and its contribution to social integration
- increase student motivation and make learning more attractive
- develop pedagogical materials
- encourage students to use foreign languages to improve their language skills
- use fieldwork and practical investigations for primary data
- use ICT to research and to present findings
- enhance co-operation and teamwork of students from different countries
- set up a permanent 'water lab corner' in each school

Subjects/Problems to address:

Chemistry

- testing and analysis of water-quality from different water holds (near by rivers, lakes, tap-water, ponds, wells) (Ions: nutrients (Nitrates, Phosphates), pH, test on metals (Fe, Ba, etc.), hardness (Mg, Ca), dead/alive water)

Biology

- examining of the composition of living organisms in rivers

History

- the importance of water holds for the development of communities (industry, urbanisation, social structure and problems, housing)
- long-term causes of water pollution (environmental problems now and then)

Art and Literature

motivating students to response in a visual and emotional way (paintings, photos, installations, collages

- exhibitions at each schools, essays, poems, articles

Approaches to achieve the objectives

The objectives indicated before will be fulfilled through different activities bringing effects usable in all participating schools such as scientific fieldwork and practical investigation, communication among participants via ICT, use of ICT tools to create and present and compare results, study of literature and different (historical) sources, work in archives, local authorities, public, presentations and conferences, study of current European documents about sustainable development with application to own school environment.



5.4 PARTNERSHIP AND DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

Name of participating organisation	Country	Tasks
Hellweg Schule	Germany	developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas) developing and processing the presentation <i>The historical, social, cultural and economic importance of waterholds for our area</i> dissemination activities project meeting preparation and realization students' exchange preparation realization of a permanent 'water lab corner'
Vilaka Primary School	Latvia	developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas) developing and processing the presentation <i>The historical, social, cultural and economic importance of waterholds for our area</i> dissemination activities project meeting preparation realization of a permanent 'water lab corner'
Scuola Media Statale "C. Casteller ", Paese, Treviso	Italy	developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas) developing and processing the presentation <i>The historical, social, cultural and economic importance of waterholds for our area</i> dissemination activities project meeting preparation realization of a permanent 'water lab corner'
Broomfield School	England	developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas) developing and processing the presentation



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		<p><i>The historical, social, cultural and economic importance of waterholds for our area</i></p> <p>dissemination activities</p> <p>project meeting preparation</p> <p>students' exchange preparation</p> <p>realization of a permanent 'water lab corner'</p>
General Secondary School "Angel Karaliichev"	Bulgaria	<p>developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas)</p> <p>developing and processing the presentation <i>The historical, social, cultural and economic importance of waterholds for our area</i></p> <p>dissemination activities</p> <p>students' exchange preparation</p> <p>project meeting preparation</p> <p>realization of a permanent 'water lab corner'</p>
	Turkey	<p>developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas)</p> <p>developing and processing the presentation <i>The historical, social, cultural and economic importance of waterholds for our area</i></p> <p>dissemination activities</p> <p>project meeting preparation</p> <p>realization of a permanent 'water lab corner'</p>
Publiczne Gimnazjum nr 2 im. Henryka Sienkiewicza w Baszni Dolnej	Poland	<p>developing and processing the presentation <i>Water quality in my area</i> (based on the chemical analysis and research of the water quality in their areas)</p> <p>developing and processing the presentation <i>The historical, social, cultural and economic importance of waterholds for our area</i></p> <p>dissemination activities</p> <p>project meeting preparation</p> <p>realization of a permanent 'water lab corner'</p>



5.5 COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions will be organised.

Regular telephone, email contacts and video conferences (e.g. Skype) between all partners
Information about planning and itineraries will be sent to the partner schools enabling feedback to be given before the plans are finalised

Fixed monthly meetings of the COMENIUS groups of teachers in each school and weekly meetings with students
These study groups are important to accompany the project and guarantee a continuous working progress in the schools.
Meetings and discussions about the plans for the project will take place whilst the groups are together on visits

5.6 IMPACT AND EUROPEAN ADDED VALUE

What impact and benefits of European cooperation do you expect Partnership activities to have on persons (pupils and staff) and on the participating institutions?

Students:

International team work
Obtaining experience from project activities
Ability to present own work results
Development of language and other skills
Searching information and analysis for project needs
Processing the results with the use of modern ICT
Increased environmental awareness
Increased cultural awareness and understanding
Establishing international links and international co-operation
Opening minds by learning about and comparing other European countries
Learning through creative methods

Teachers:

Exchange of experience, international team work
Understanding different education systems, improving the quality of teaching
Establishing international links and international co-operation
Developing common educational materials
Developing new creative teaching methods

Institutions:

To add a European dimension to the institutions
To make schools open to different teaching approaches
To help to increase the level of skills that the school offers to students



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To disseminate and share the products of the project to a wider audience

5.7 RELEVANCE FOR THE OBJECTIVES OF THE PROGRAMME

Please tick in the table below, the objectives of the Comenius programme that your Partnership will address, in addition to the first two (if any – leave blank if none):

X	To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States (COM-OpObj-1)
X	To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme (COM-OpObj-2)
x	To encourage the learning of modern foreign languages (COM-OpObj-3)
x	To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning (COM-OpObj-4)
x	To enhance the quality and European dimension of teacher training (COM-OpObj-5)
	To support improvements in pedagogical approaches and school management (COM-OpObj-6)

5.8 EVALUATION

How will you evaluate, during and after the Partnership, whether the aims of the partnership have been met and the expected impact has been achieved?

Evaluation of the project progress and activities will be carried out in the following ways:

- during the project meetings (1st and 5th meeting for coordinators during the school year)
- coordinator will do a permanent monitoring of the project progress
- evaluation questionnaires will be prepared and processed by the partners every school year; they will express how the project tasks have been fulfilled during the school year (self-evaluation)
- specific evaluation software will be used

The partnership will achieve the following results:

Carrying out of all project meetings planned

Two presentations and a final common product will be made

The questionnaires will be developed, processed and evaluated

Student conference about the sustainable development will take place with the presence of parents, the local authorities and the wide public

Project results will be usable in the teaching process in the partner schools

5.9 ACTIVE INVOLVEMENT

If your partnership focuses mainly on pupil involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how all relevant staff will be actively involved in planning, implementation and evaluation of project activities.

1. Preparatory Stage:

selection of students, setting up the project team



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providing information on the project tasks and objectives
proposal of the project strategy

2. Realization Stage:

Part 1 (chemistry + biology)

Fieldwork: The students will have to learn and understand the different methods of analysing water in a chemical and/or biological way. They will undertake the collection of primary data. They will be required to co-operate and to work as a team. They will also have to share and interpret data and ideas and present them to other groups and compare the results.

Part 2 (History + literature + art)

Students will

study historical sources

visit archives, libraries, local authorities/institutions and places of interest

develop appropriate materials (paintings, photos, brochures...)

participate in conferences and give presentations

3. Final Stage

Students will

Collect information and data for the final report

Finalize the project documentation

realize the final product: a documentary (highlighting the major aspects of the process of the project work with the specific aim of raising the awareness of water importance in our environment)

Realization of a permanent 'water lab corner'

→ During the whole project students will be involved in the evaluation of all project activities. There will be self-evaluation in groups, students will comment on each other's work and peer evaluation will take place at all stages of the project

5.10 INTEGRATION INTO LEARNING AND/OR OTHER ONGOING ACTIVITIES

If the project focuses on pupil involvement, please explain how the project will be integrated into the curriculum / learning activities of the participating pupils in each of the participating organisations.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how the project will be integrated into the ongoing activities of the participating organisations.

Project supposes an active participation of students and teachers in the course of project activities. Integration in the curricula will be carried out in accordance with single schools conditions (main criteria will be age of students and type of school) Project activities and results will be included in subjects as foreign languages, history, science, arts, literature.

The German curriculum might serve as an example here:

As ecological awareness is a compulsory part of the German curriculum. As far as subjects are concerned sustainable treatment of resources and the importance of both drinking and industrial water are an integral part of the curriculum for chemistry. Ecological aspects are obligatory in the curriculum for biology. Abiotic factors, influences and effects on eco-systems because of human activities are to be investigated here.

All investigations will be integrated into regular school lessons. The preparations for the exhibitions will be made in the biology and chemistry classes in year 8 and 9, as the investigation of aquatic ecosystems and chemical analyses are a part of the school curriculum.



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At the same time ecology and human influences on the environment are part of the history curriculum as well. The discontinuity of the natural and social environment because of technical progress and the influence of the changing forms of production on the environment are key elements when teaching the industrialization of Western Europe. All investigations will be integrated into regular school lessons. The preparations for the exhibitions will be made in the history classes in year 8 and 9.

Just as in Germany environmental education and ecological awareness are an integral part of all the institutions' general aims.

Chemistry / Biology: all the participating countries have to deal with water analysis

History: all the participating countries have to deal with the history and cultural impact of water holds in their respective area

Art: all the participating countries have to deal with creating different artworks concerning the topic of the project (drawings, sketches, posters, calendar, photos...)

Literature: all the participating countries have to deal with creating different pieces of writing (essays, poems, articles...)

5.11 DISSEMINATION AND USE OF RESULTS

How will you disseminate and use the results, experiences and, where applicable, products of the Partnership?

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

Within the schools:

Publishing articles in the school newspapers and website

Presentations during teachers' meetings

Exhibitions of the products in the schools and on the websites

Multiplication and distribution of the final product(s)

Realization of a permanent 'water lab corner'

In the local communities:

Publishing articles in the local press

Inform other schools of the work in progress and the final products

Share experiences on the Internet, meetings, exhibitions and booklets

In the wider lifelong learning community:

The products will be used for future learning and teaching (exhibitions, documentary, science lab, brochures...)

Students will share their expert knowledge with other/younger students

Teachers will share their experience with other schools (regional school methodological meetings)

5.12 TOPICS

Please list the main thematic areas (maximum 3) of your Partnership or complete under "other" if it is missing from the list



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Nr.	Topic (<i>maximum 3</i>) [Table E - Topics]
1	Topic-15 Environment / sustainable development
2	Topic-17 European citizenship and European dimension
3	Topic-42 Natural sciences

5.13 EDUCATIONAL FIELDS

Please list the main educational fields in which Partnership activities will be implemented

Nr.	Field (<i>maximum 3</i>) [Table F – Educational fields]
1	0105 – History
2	0109 Foreign Languages
3	010f Environmental Education

ONLY FOR BILATERAL PARTNERSHIPS:

(QUESTIONS 5.14 TO 5.16)

5.14 ORGANISATION OF CLASS EXCHANGES

For both participating institutions, please describe the type of preparation which will be provided in the language of the partner institution before the exchange. Please describe (1) number of hours, (2) who will provide the preparation, (3) methods to be used and (4) expected level of proficiency. (A minimum of 20 hours of language teaching is recommended for languages that are not on the curriculum of participating students.)

5.15 COOPERATION DURING CLASS EXCHANGES

Please describe how pupils will work together in practice during the class exchange to the partner school



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5.16 *TEACHING LANGUAGE*

Main teaching language in the coordinating institution [Table B - Languages]	
Main teaching language in the partner institution [Table B - Languages]	

6. PROPOSED ACTIVITY DATA

6.1 WORK PROGRAMME: PLANNED ACTIVITIES, INCLUDING MOBILITY ACTIVITIES, OF EACH PARTICIPATING ORGANISATION

Educational activities

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for both academic years 2009/10 and 2010/11, in a chronological order. The eligibility period of activities starts on 1 August 2009 and ends on 31 July 2011.

Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks (e.g. Comenius Network conferences). Mobility can be undertaken by staff and pupils of the participating institutions and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility¹ (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

Please note: if an institution's mobility activities involve staff or pupils with special needs, or travel to or from the Overseas Countries and Territories, its mobility activities during the partnership period may be reduced by up to 50% of the minimum mobility number for the grant amount in question, in order to take into account the higher costs involved. This reduction must be requested by the institution either before the signature of the grant agreement or during the grant agreement period and approved by the National Agency.

Approx. starting date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
Sep 2009	Project meeting Project meeting , coordinators /	Italy	All partners

¹ "In-country" mobility to or from Overseas Countries and Territories and ultra-peripheral regions of the EU will also be considered as transnational mobility, e.g. mobility by a beneficiary from mainland France to a partner in Martinique.



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	<ul style="list-style-type: none"> - Introducing partner Institutions - Discussions and approving activity plan - Plan of dissemination and evaluation - Ways of communication during project realization - Mobilities within the project / visits, placements / 		
Nov – Mar 2009/10	<ul style="list-style-type: none"> Realization of project activities in partner institutions Evaluation on the level of the partner institution Permanent monitoring and evaluation of the project progress Corrections of shortcoming 		All Partners
Apr 2010	<ul style="list-style-type: none"> Project meeting / headmasters, coordinators, teachers, students / Conference common presentation of student 's work <i>Water quality in my area</i> 	Germany	All Partners (teachers + students)
May 2010	<ul style="list-style-type: none"> Dissemination on national and international level Evaluation conclusions Evaluation of questionnaires Analysis of weakness during realization of project activities 		All Partners
June – Oct 2010	<ul style="list-style-type: none"> Realization of project activities in partner institutions Evaluation on the level of the partner institution Permanent monitoring and evaluation of the project progress Corrections of shortcoming 		All Partners
Nov 2010	<ul style="list-style-type: none"> Project meeting / headmasters, coordinators, teachers, students/ Student Conference <i>The historical, social, cultural and economic importance of waterholds for our area</i> Presentations / results / 	Bulgaria	All Partners (teachers + students)
Dec 2010	<ul style="list-style-type: none"> Dissemination on national and international level Evaluation conclusions Evaluation of questionnaires Analysis of weakness during realization of project activities 		All Partners

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Jan – Mar 2011	Working on the final products of the project (documentary and 'water lab corner'9 Preparing the final report		All Partners
April 2011	Project meeting / headmasters, coordinators, teachers, students/ Presentation of the final products	UK	All Partners (teachers + students)
May 2011	Dissemination on national and international level Working out the final report about project activities Final financial report		All Partners
June 2011	Final Project meeting Final Evaluation	Latvia	All Partners

Add rows if necessary

6.2 NUMBER OF PUPILS AND STAFF INVOLVED IN THE PARTNERSHIP IN EACH OF THE PARTICIPATING ORGANISATIONS

(=persons taking part in Partnership activities, both local activities and/or mobility)

Name of participating organisation	Country	Total nr of pupils involved	Total nr of staff involved
Hellweg Schule	Germany	60	10
Vilaka Primary school	Latvia	30	5
Scuola Media Statale "C. Casteller", Paese, Treviso	Italy	60	10
Broomfield School	UK		
General Secondary School "Angel Karalichev"	Bulgaria	50	14
Publiczne Gimnazjum nr 2 Basznia Dolna	Poland	40	10
Gorgu Primari School	Turkey	30	5

Add rows if necessary



6.3 EXPECTED RESULTS, INCLUDING PRODUCTS IF RELEVANT

Nr	Approx. date	Description
1	Sep 2009	Project meeting and Project logo
2	Apr 2010	Project meeting, common presentation of students' work <i>Water quality in my area</i> Project presentation on internet (permanently in the course of the project)
3	May 2010	Evaluation questionnaire for the 1 st project year
4	Nov 2010	Project Meeting, common presentation of students' work <i>The historical, social, cultural and economic importance of waterholds for our area</i> Presentations, printed materials, evaluated questionnaires
5	April 2011	Project meeting, common presentation of the final products (documentary, calendars, brochures), open day for the presentation of the 'water lab corner'
6	May 2011	Publication of local newspaper articles, online presentation of the projects Evaluation questionnaire for the 2 nd project year
7	June 2011	Final report about the project; final conclusions to be published on the schools' websites

Add rows if necessary

ONLY FOR BILATERAL PARTNERSHIPS:

6.4 DETAILS ON PLANNED CLASS EXCHANGES

Nr	Approx. start date	Sending partner country	Receiving partner country	Duration (days)	Nr of pupils	Nr of staff ²	Age range of pupils
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² Including representatives of associated partners and accompanying persons



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1	mm/yy						
2	mm/yy						



7. REQUESTED EU FUNDING

Funding requested and estimated number of persons participating in mobility (per participating organisation)

For each of the participating organisations, please select the "Partnership type" that best corresponds to your Partnership work plan for the whole 2 year duration. Please note that each type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of planned pupil and staff mobility into the table. The grant amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Participating organisation	Country	Partnership type [Table G – mobility action types]	Nr of planned outgoing mobilities (pupils)	Nr of planned outgoing mobilities (staff ³)	Total nr of outgoing mobilities	Grant amount requested (€) [Table H – National lumpsum amounts]
Hellweg Schule	Germany	COM – 24M				
Scuola Media Statale "C. Casteller"	Italy	COM – 24M				
Broomfield School	UK	COM – 24M				
Vilaka Primary School	Latvia	COM – 24M				
General Secondary School "Angel Karaliichev"	Bulgaria	COM – 24M				
Publiczne Gimnazjum nr 2 Baszni Dolnej	Poland	COM – 24M				
Gorgu Primary School	Turkey	COM – 24M				

³ Including accompanying persons



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Add rows if necessary



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Annex to 2008 Comenius Partnership Application Form – LLP reference tables

The tables below should be used when filling the 2009 Comenius Partnership application form. Whenever a field in the application form refers to a table, the options available for filling the field can be found in the tables below. If a code is provided, please type in both the code and the description.

A. National Agencies

Belgium German-speaking community
Belgium French-speaking community
Belgium Dutch-speaking community
Bulgaria
Czech Republic
Denmark
Germany
Ireland
Estonia
Greece
Spain
France
Italy
Cyprus
Latvia
Lithuania
Luxembourg
Hungary
Malta
Netherlands
Austria
Poland
Portugal
Romania
Slovenia
Slovakia
Finland
Sweden
United Kingdom
Iceland
Liechtenstein
Norway
Turkey



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B. Languages

Please note that Icelandic, Norwegian and Turkish are only applicable to question 5.16 (Teaching languages).

BG – Bulgarian
CS – Czech
DA – Danish
DE – German
EN – English
ET – Estonian
FI – Finnish
FR – French
IS – Icelandic
GA – Irish
EL – Greek
HU – Hungarian
IT – Italian
LV – Latvian
LT – Lithuanian
MT – Maltese
NO – Norwegian
NL – Dutch
PL – Polish
PT – Portuguese
RO – Romanian
SK – Slovak
SL – Slovenian
ES – Spanish
SV – Swedish
TR – Turkish

C. Type of organisation

EDU-SCHNur - Pre-primary school
EDU-SCHPrm - Primary school
EDU-SCHSec - General secondary school
EDU SCHVoc - Vocational or technical secondary school
EDU-SPNeed - Establishment for learners/pupils with special needs
OTH - Other

D. Geographical Scope

L - Local
R - Regional
N - National
E - European



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I - International

E. Topic

Please type in both the code and the name of the topic when filling the relevant section of the form.

Topic-1 Active citizenship
Topic-2 Addressing target groups with special needs
Topic-3 Artistic education
Topic-5 Basic skills
Topic-7 Combating failure in education
Topic-8 Comparing educational systems
Topic-9 Consumer education
Topic-10 Cultural heritage
Topic-12 Education of specific target groups: (occupational travellers, migrants, travellers, gypsies)
Topic-15 Environment / sustainable development
Topic-16 Ethics, religions, philosophy
Topic-17 European citizenship and European dimension
Topic-20 Fight against racism and xenophobia
Topic-21 Foreign language teaching and learning
Topic-22 Gender issues, equal opportunities
Topic-23 Career guidance & counselling
Topic-24 Health education
Topic-25 New technologies, ICT
Topic-26 Inclusive approaches
Topic-27 Intercultural education
Topic-29 Learning about European countries
Topic-31 Physical education and sport
Topic-34 Methods to increase pupil motivation
Topic-36 Pedagogy and didactics
Topic-37 History and social science
Topic-39 Media and communication
Topic-41 Mathematics
Topic-42 Natural sciences
Topic-47 Quality and evaluation of education
Topic-49 Raising pupil achievement
Topic-50 Regional identity
Topic-52 School management, school autonomy
Topic-60 Violence in school - peace education
Topic-64 Economics, business, industry and commerce
Topic-65 Geography
Topic-69 Reinforcing links between education and working life
Topic-35 Other

F. Educational fields

0103 - Arts and Crafts



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0104 - Music
0105 - History
0106 - Religion/Ethics
0107 - Civics
0108 - Mother Tongue
0109 - Foreign Language
010a - Mathematics
010b - Physics
010c - Chemistry
010d - Biology
010e - Geography
010f - Environmental Education
010g - Health Education
010h - Sports
010i - New Technologies
010j - Economy and Business
010k - Vocational subjects
010l - Other basic programmes

G. Mobility action types

COM-4M (Multilateral / Small nr of mobilities - min. 4)
COM-8M (Multilateral / Limited nr of mobilities - min. 8)
COM-12M (Multilateral / Average nr of mobilities - min. 12)
COM-24M (Multilateral / High nr of mobilities - min. 24)
COM-12B (Bilateral / Small - min. 12 mob., group of min. 10 pupils in class exchange)
COM-24B - Bilateral / Large (min. 24 mob., group of min. 20 pupils in class exchange)



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H. National lumpsum amounts

COMENIUS PARTNERSHIPS 2009 : NATIONAL LUMP SUM AMOUNTS

Country of participating organisation	Comenius multilateral				Comenius bilateral	
	COM-4M	COM-8M	COM-12M	COM-24M	COM-12B	COM-24B
BE(fr)- Belgique	7.000	11.000	16.000	20.000	16.000	20.000
BE(nl) – België	7.000	11.000	15.000	20.000	15.000	20.000
BE(de) – Belgien	9.000	13.500	18.000	22.500	18.000	22.500
BG- Bulgarija	5.000	8.000	11.000	20.000	11.000	20.000
CZ – Česká republika	6.000	10.000	14.000	17.000	14.000	17.000
DK – Danemark	6.000	9.500	12.500	22.000	12.500	22.000
DE – Deutschland	8.000	12.000	16.000	20.000	16.000	20.000
GR – Ellas	6.000	9.000	13.000	21.000	13.000	21.000
EE – Eesti	6.000	10.000	14.000	25.000	14.000	25.000
ES- España	8.000	11.000	14.000	20.000	14.000	20.000
FR – France	9.000	14.000	18.000	25.000	18.000	25.000
IE – Eire / Ireland	8.000	12.000	16.000	22.000	16.000	22.000
IT – Italia	6.000	10.000	14.000	20.000	14.000	20.000
CY – Kypros	5.000	10.000	14.000	20.000	14.000	20.000
LV – Latvija	6.000	10.000	14.000	21.000	14.000	21.000
LT - Lietuva	6.000	10.000	13.000	21.000	13.000	21.000
LUX – Luxembourg	8.000	12.000	16.000	22.500	16.000	22.500
HU – Magyarország	5.000	9.000	12.000	18.000	12.000	18.000
MT – Malta	9.000	14.000	18.000	25.000	18.000	25.000
NL – Nederland	9.000	13.500	18.000	25.000	18.000	25.000
AT – Österreich	6.000	10.000	14.000	20.000	14.000	20.000
PL – Polska	8.000	12.000	15.000	24.000	15.000	24.000
PT – Portugal	8.000	12.000	16.000	22.000	16.000	22.000
RO – Romania	7.000	12.000	15.000	24.000	15.000	24.000
SI – Slovenia	6.500	10.000	13.000	20.000	13.000	20.000
SK – Slovenská republika	10.000	14.000	18.000	25.000	18.000	25.000
FIN – Suomi / Finland	6.000	10.000	14.000	20.000	14.000	20.000
SE – Sverige	6.000	10.000	14.000	20.000	14.000	20.000
UK- United Kingdom	9.000	14.000	17.000	22.000	17.000	22.000
IS – Island	7.500	12.000	15.000	20.000	15.000	20.000
LI – Liechtenstein	10.000	15.000	20.000	25.000	20.000	25.000
NO – Norge	7.000	12.000	16.000	22.000	16.000	22.000
TR – Türkiye	6.000	9.500	13.000	23.000	13.000	23.000



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Anhang II für deutsche Antragsteller Hinweise der Nationalen Agentur im PAD

Antragstellung

Antragsteller aus dem schulischen Bereich

Antragsteller aus den folgenden Ländern senden ihren Antrag im Original direkt an die Nationale Agentur im Pädagogischen Austauschdienst (NA im PAD), Postfach 22 40, 53012 Bonn. Antragstermin bei der NA im PAD ist der 20. Februar 2009. Es gilt das Datum des Poststempels. Anträge, die nicht fristgerecht eingehen, werden ohne Prüfung aus formalen Gründen abgelehnt. Eine Kopie ist auf dem für Ihre Schule gültigen Dienstweg bei der zuständigen Länderstelle einzureichen.

Länder mit Direkteinreichung

Berlin	Rheinland-Pfalz
Brandenburg	Saarland
Bremen	Sachsen
Hamburg	Sachsen-Anhalt
Hessen	Schleswig-Holstein
Mecklenburg-Vorpommern	Thüringen
Nordrhein-Westfalen	

Antragsteller aus den nachstehenden Ländern senden den Antrag bitte ausschließlich entsprechend den landesinternen Regelungen über die im jeweiligen Bundesland zuständige/n Behörde/n an die Nationale Agentur im Pädagogischen Austauschdienst (NA im PAD). Antragstermin im Land ist der 20. Februar 2009. Es gilt das Datum des Poststempels. Anträge, die nicht fristgerecht eingehen, werden ohne Prüfung aus formalen Gründen abgelehnt. Anträge aus den unten genannten Ländern, die den PAD direkt erreichen, können vom PAD nicht bearbeitet werden.

Länder mit Einreichung über die zuständige Landesbehörde

Bayern	Niedersachsen
Baden-Württemberg	

Die Kontaktadressen in den Ländern und ggf. weitere landesspezifische Hinweis finden Sie auf der Website des PAD www.kmk-pad.org im Bereich "COMENIUS / Ansprechpartner der Länder".

Antragsteller aus dem vorschulischen und außerschulischen Bereich

- Antragsteller aus dem vorschulischen und außerschulischen Bereich reichen ihre Anträge – ungeachtet davon, in welchem Bundesland sich ihre Einrichtung befindet – direkt beim PAD ein.
- Für außerschulische Einrichtungen⁴ gilt (nur bei bilateralen Partnerschaften): Bitte fügen Sie einen Nachweis über die in Ihrer Einrichtung durchgeführten Ausbildungsgänge (Lehrlingsausbildung) bei.

⁴ Definition von „Schule“ laut Beschluss Nr. 1720/2006/EG des Europäischen Parlaments und des Rates vom 15. 11. 2006 über ein Aktionsprogramm im Bereich des lebenslangen Lernens: „alle Arten von schulischen Einrichtungen, sowohl allgemeinbildende Einrichtungen (Vorschule, Grundschule, Sekundarschule) als auch berufsbildende und technische und, soweit es um Maßnahmen zur Förderung des Sprachenlernens geht, ausnahmsweise auch außerschulische Einrichtungen zur Lehrlingsausbildung“.



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Bitte beachten Sie: Die Nationale Agentur im PAD hat keinerlei Entscheidungsspielraum bei Anträgen, deren Poststempel ein Datum nach dem 20.02.2009 aufweisen. Diese müssen ungeachtet der Gründe abgelehnt werden, auch wenn es sich zum Beispiel um ein Verschulden des gewählten Zustelldienstes handelt. Es empfiehlt sich daher, bei einer Einreichung des Antrags in zeitlicher Nähe zum Antragstermin den Weg eines Einwurfeinschreibens zu wählen.

Ein gemeinsamer Antrag

Seit 2008 gilt das Prinzip des „gemeinsamen Antrags“ bei den COMENIUS-Schulpartnerschaften. Das bedeutet, dass alle Partnereinrichtungen einer Partnerschaft bei ihrer jeweiligen Nationalen Agentur ein weitgehend inhaltlich identisches Formular einreichen. Dieses wird von der koordinierenden Einrichtung in Zusammenarbeit mit den Partnern in der Arbeitssprache des Projekts erstellt. Die inhaltliche Bewertung des gemeinsamen Antrags findet im Staat der koordinierenden Einrichtung statt. Die dort erzielte Bewertung gilt dann für die gesamte Partnerschaft.

Mit Ausnahme von Abschnitt 1.2 (Angaben zur antragstellenden Einrichtung auf der ersten Seite des Formulars) und Abschnitt 4 (Ehrenerklärung) müssen alle eingereichten Antragsformulare inhaltlich identisch sein. Mit Ausnahme dieser beiden Teile beziehen sich alle Fragen des Antragsformulars auf die gesamte Partnerschaft. Für die inhaltliche Bewertung ist das Formular der koordinierenden Einrichtung entscheidend. In diesem Formular müssen auch die beantragten Budgets und Mobilitäten aller Partner enthalten sein. Der koordinierenden Einrichtung kommt somit bei der Antragseinreichung einer Partnerschaft eine Schlüsselrolle zu. Im Folgenden wird die Antragstellung für koordinierende Einrichtungen und Partnereinrichtungen getrennt skizziert.

Die koordinierende Einrichtung:

- schreibt in Zusammenarbeit mit allen Partnern den Antrag in der Sprache der Projektpartnerschaft;
- wählt hierzu das aktuelle Antragsformular für COMENIUS-Schulpartnerschaften 2009;
- sendet den Antrag allen Partnern zur Korrektur elektronisch zu;
- arbeitet ggf. Änderungen / Korrekturen der Partner in den gemeinsamen Antrag ein;
- sendet die abschließende Fassung mit genügend Vorlauf zum Antragstermin allen Partnern elektronisch zu;
- fügt eine einseitige Projektbeschreibung bzw. die Übersetzung des gesamten Antrags ins Deutsche bei, sofern der Antrag nicht in deutscher Sprache eingereicht wird (Näheres s.u.: Sprache des Antrags);
- reicht den Antrag bis spätestens 20. Februar 2009 ein (zum Antragsweg s.o.).
- braucht nur die eigene Ehrenerklärung (nicht die der Partner) bei ihrer Nationalen Agentur einzureichen.

Der Antrag der koordinierenden Einrichtung besteht aus:

- einem komplett ausgefüllten Antragsformular (incl. Abschnitt 4: Ehrenerklärung);
- soweit der Antrag nicht auf Deutsch ausgefüllt wurde: einer einseitigen Projektbeschreibung auf Deutsch bzw. der Übersetzung des gesamten Antrags ins Deutsche (Näheres s.u.: Sprache des Antrags)

Die Nationale Agentur im PAD bietet auf ihrer Webseite ein Antragsformular auf Deutsch und ein Antragsformular in englischer Sprache (Abschnitt 4 Ehrenerklärung jedoch in deutscher Sprache) zum Download an. Wenn die Arbeitssprache der Partnerschaft Englisch ist, können deutsche koordinierende Einrichtungen das Formular in englischer Sprache verwenden. Somit ist sichergestellt, dass alle Partnereinrichtungen das Formular und seine Fragen verstehen.



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Weiterhin bietet die NA im PAD Abschnitt 3 des Formulars (Angaben zur Partnereinrichtung) in dt. und engl. Sprache zum Download an. Koordinierende Einrichtungen sollten zur besseren Arbeitsökonomie diese Teile ihren Partnern zusenden und von diesen ausfüllen lassen.

Die Partnereinrichtungen:

- arbeiten mit der koordinierenden Einrichtung an der Erstellung des Antrags zusammen;
- stellen der koordinierenden Einrichtung ggf. Textbausteine (z.B. Abschnitt 3) zur Verfügung;
- kontrollieren, ob in der Vorlage der koordinierenden Einrichtung alle Angaben korrekt sind;
- prüfen insbesondere Abschnitt 3 (Angaben zur Schule) und den Budgetteil (Abschnitt 7);
- senden der koordinierenden Einrichtung ggf. umgehend eine Korrektur zu;
- füllen Abschnitt 1.2 auf der Kopie des endgültigen Antrags der koordinierenden Einrichtung aus;
- unterschreiben und füllen eine dt. Fassung von Abschnitt 4 (Ehrenerklärung) aus
- fügen eine einseitige Projektbeschreibung auf Deutsch bzw. die Übersetzung des gesamten Antrags ins Deutsche bei, sofern der Antrag nicht in deutscher Sprache eingereicht wird (Näheres s.u.: Sprache des Antrags)
- reichen eine Kopie des abschließenden Antrags der koordinierenden Einrichtung, die eigene Ehrenerklärung sowie ggf. die Projektzusammenfassung auf Deutsch bis spätestens 20. Februar 2009_ein (zum Antragsweg s.o.).

Der Antrag der Partnereinrichtung besteht aus:

- einer Kopie des endgültigen Antrags der koordinierenden Einrichtung (hierbei werden alle Sprachversionen der von den Nationalen Agenturen der Teilnehmerstaaten am Programm angebotenen Formulare akzeptiert, sofern sie in einer der offiziellen Sprachen der EU formuliert sind)
- einem komplett ausgefüllten und unterzeichnetem Abschnitt 4 (Ehrenerklärung)
- ggf. einer einseitigen Projektbeschreibung auf Deutsch bzw. der Übersetzung des gesamten Antrags ins Deutsche

Partnereinrichtungen sollten sich bei Antragstellung bereit erklären, die Koordination der Projektpartnerschaft für den Fall zu übernehmen, dass die koordinierende Einrichtung im Zuge des Auswahlverfahrens abgelehnt werden muss. Es werden dann bei allen Partnereinrichtungen in der Reihenfolge der Nennung im Antragsformular geprüft, ob sie bereit sind, die Koordination zu übernehmen. Wenn die koordinierende Einrichtung abgelehnt werden muss und kein Partner bereit ist, diese Funktion zu übernehmen, muss die Partnerschaft als Ganzes abgelehnt werden. Es muss in jedem Fall am Ende des Auswahlverfahrens ein Koordinator im Rahmen der Partnerschaft feststehen. Eine nachträgliche Bereiterklärung nach dem Antragstermin ist nicht möglich.

Partnereinrichtungen sollten auch sorgfältig prüfen, ob der Budgetteil zu ihrer Einrichtung im Antragsformular der koordinierenden Einrichtung richtig ausgefüllt ist. Fehlen in diesem Antrag beispielsweise die Angaben zum beantragten Budget einer Partnereinrichtung, so kann dies nach dem Antragstermin nicht mehr korrigiert werden. Der Antrag der Partnereinrichtung wird somit irrelevant, da kein Budget für diese Einrichtung beantragt wurde. Wie auch im inhaltlichen Bereich ist somit auch im finanziellen Bereich allein der Antrag der koordinierenden Einrichtung entscheidend.

Sprache des Antrags

Die Anträge werden in der Sprache der Projektpartnerschaft ausgefüllt. Diese muss eine offizielle Sprache der EU sein. Für deutsche Antragsteller (koordinierende Einrichtungen und Partnereinrichtungen) gilt:



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- Bei Multilateralen Partnerschaften: Wenn der Antrag in einer anderen Sprache als Deutsch eingereicht wird, ist eine Zusammenfassung von etwa einer Seite in deutscher Sprache beizufügen. Diese muss Informationen enthalten zu den Zielen, geplanten Aktivitäten, Produkten und evtl. Evaluations- und Disseminationsstrategien der gesamten Partnerschaft.
- Bei Bilateralen Partnerschaften: Wenn der Antrag in einer anderen Sprache als Deutsch eingereicht wird, ist die vollständige Übersetzung des Antrags ins Deutsche beizufügen. Falls der Antrag auf Englisch eingereicht wird, reicht statt der vollständigen Übersetzung eine etwa einseitige Zusammenfassung.

Falls die geforderten sprachlichen Versionen fehlen, wird der Antrag aus formalen Gründen abgelehnt.

Praktischer Hinweis zum Ausfüllen des Antrags

Im Antragsformular wird an mehreren Stellen insbesondere in den Abschnitten 2 und 3 auf Tabellen verwiesen, die sich im Anhang des Antragsformulars befinden. Wählen Sie an diesen Stellen jeweils den für Ihre Einrichtung / Ihr Projektvorhaben passenden Eintrag in der Tabelle und überschreiben Sie beim Ausfüllen den Hinweis auf die Tabelle. Geben Sie bitte nicht nur die Kennzahl an, sondern den gesamten Text der gewählten Tabellenzeile (z.B. nicht "Thema-10" sondern: "Thema-10 Kulturelles Erbe")

Weitere Informationen

finden Sie auf der Website des PAD www.kmk-pad.org und auf der Website der EU-Kommission http://ec.europa.eu/education/llp/doc848_en.htm

Nationale Priorität

Für Antragsteller in Deutschland gilt die folgende nationale Priorität: "Für alle schulbezogenen Aktionen im Programm für lebenslanges Lernen wird bei der Auswahl von Anträgen auf COMENIUS-Schulpartnerschaften eine ausgewogene geographische Verteilung auf die 16 Länder in der Bundesrepublik Deutschland angestrebt."

Eine Liste mit den nationalen Prioritäten und administrativen Regelungen in allen Teilnehmerstaaten finden Sie auf der Website der EU-Kommission.

Empfangsbestätigung

Sobald Ihr Antrag in unserem Datensystem erfasst und geprüft wurde, erhalten Sie von der NA im PAD eine schriftliche Eingangsbestätigung. Gegebenenfalls werden wir mit dieser Bestätigung auch fehlende Informationen nachfordern. Setzen Sie sich bitte umgehend mit uns in Verbindung, falls Sie bis zum **31.03.2009** keine Empfangsbestätigung erhalten haben.

Höhe des Zuschusses

Die Zuschusshöhen für COMENIUS-Schulpartnerschaften in den verschiedenen Teilnehmerstaaten zur Antragsrunde 2009 sind im Anhang des Antragsformulars aufgeführt. Der Zuschuss zur Projektarbeit Ihrer COMENIUS-Schulpartnerschaft wird als Pauschale ausgezahlt. Die angegebene Anzahl an Mobilitäten sind Mindestwerte. Es ist innerhalb einer Partnerschaft nicht erforderlich, dass alle beteiligten Einrichtungen dieselbe Mindestanzahl an Mobilitäten beantragen.
