



# LIFELONG LEARNING PROGRAMME GRUNDTVIG LEARNING PARTNERSHIPS

## APPLICATION FORM 2007<sup>1</sup>

### NEW PARTNERSHIPS and RENEWAL of Existing PARTNERSHIPS

To be returned to: vzw EPOS – H. Consciencegebouw 7C12 – tav Renilde  
Reynders - Koning Albert II laan 15, 1210-Brussel

Closing date: 30 March 2007

*Basic data :*

Name of applicant organisation :	KOLDERTOOF		
2006/07 contract number :			
The applicant organisation is :	<input checked="" type="checkbox"/> the coordinator <input type="checkbox"/> a partner		
This application concerns a :	<input checked="" type="checkbox"/> new Partnership (2007-09)	4 mobilities	12 mobilities
	<input type="checkbox"/> second and third year renewal (2007-09)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> second year renewal (2007-08)	2 mobilities	6 mobilities
	<input type="checkbox"/> third year renewal (2007-08)	<input type="checkbox"/>	<input type="checkbox"/>

Reserved for the National Agency

<i>Application deadline</i>	<i>Registration number</i>

EUROPEAN COMMISSION

<sup>1</sup> For Partnership activities between 1 October 2007 and 31 July 2009, or between 1 October 2007 and 31 July 2008 for one year renewals.

## GENERAL INFORMATION

- This form can be used for
  - NEW Learning Partnerships, i.e. Partnerships not funded during the current year 2006/7
  - the RENEWAL, for one or two years (depending on duration planned in the initial application), of Learning Partnerships funded in the 2006 selection round.<sup>2</sup>

Each section of the form specifies whether it needs to be completed by NEW and/or RENEWAL applicants.

- The form should be printed from a computer.
- In accordance with standard Commission practice, the information provided in your application form may be used for the purposes of evaluating the Lifelong Learning Programme. The relevant data protection regulations will be respected.

## ELIGIBILITY CHECKLIST

Please check to make sure that your application complies with the following eligibility criteria, otherwise it will be considered ineligible and rejected.

- The partnership consists of organisations located in at least three of the countries participating in the Lifelong Learning Programme. See [http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html) ).
- At least one participating organisation will be from one of the 27 Member States of the European Union.
- Each participating organisation is eligible to participate in a Grundtvig Partnership. See [http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html)
- The application is being submitted according to the application procedures and closing dates set out in the *Guide for Applicants* and the *Lifelong Learning Programme General Call for Proposals* for 2007.
- The 2007 application form has been completed in full using one of the official languages of the EU, or, in the case of the EFTA/EEA and candidate countries, in the national language of the country concerned.
- The form has been printed from a computer.
- Each of the organisations applying for funding within the Partnership, including the coordinating organisation, has submitted to the National Agency in its country a completed grant application.
- Each of the applications submitted used the 2007 standard application form, namely the following sections:
  - The acknowledgement of receipt sheet, in which the data on the particular organisation making the application ("Applicant organisation") has been duly inserted;
  - Sections A and D, containing the necessary data on the Applicant organisation and the grant requested by that organisation;
  - Sections B and C, which must be identical to the text submitted by all of the other participating organisations, using the application submitted by the coordinating organisation as the model.
- The joint sections B and C have been completed in the main communication language used by the Partnership. (Please note that the National Agency of the Applicant organisation may require a translation of sections B and C if these have been written in a different language than the national language of the Applicant organisation.)
- The grant application described above must be submitted by each participating organisation, including the coordinating organisation, with the original signature of the person authorised to enter into legal commitments on behalf of the applicant organisation.

<sup>2</sup> Please note that new institutions will not be allowed to join existing Partnerships at renewal stage.

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**RETURN ADDRESS**

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*Please return this application form to your National Agency. You can find the addresses of the National Agencies in the annual Call for Proposals or by consulting the central Lifelong Learning Programme website.*

## Acknowledgement of Receipt – GRUNDTVIG – Learning Partnerships

To be filled in by NEW and RENEWAL applicants

This page will be returned to you when we have received and registered your application. For this purpose, please complete the section below. You should fill in the upper box only.

Contract number of last year's grant agreement (if the Partnership was not funded last year, indicate "NEW")	NEW
Partnership title:	PACT (P arents, A dults, C hildren, T eachers ) around the table.
Name of applicant organisation:	KOLDERTOOF
Street name and number:	KEINKESSTRAAT 19
Post code and Town/City:	3600 GENK
Country:	BELGIUM
Family name and first name of contact person:	SCHILDERMANS TONY

### Reserved for the National Agency

We acknowledge receipt of your application for a grant to support the following Partnership:

Partnership title:

Reference number:

Please use this number in all communication with your National Agency.

Place:

Date:

Family name and first name:

Stamp of the National Agency:

Signature: .....

**A. IDENTIFICATION OF THE APPLICANT ORGANISATION**

This section must be filled in separately by EACH participating organisation submitting a grant application to its National Agency.  
 Please note that new institutions will not be allowed to join existing Partnerships at renewal stage.

**A.0 Status of the Grant Application**

- 1-YEAR RENEWAL of a grant awarded last year in the framework of the Partnership described in sections B and C
- 2-YEAR RENEWAL of a grant awarded last year in the framework of the Partnership described in sections B and C
- Specify reference number of 2006 grant agreement .....
- NEW grant application (i.e. no funding received last year in the framework of the Partnership described in sections B and C)  
 XXX

This application results from a:	Contact seminar	X
	Preparatory visit	<input type="checkbox"/>
	Other:	<input type="checkbox"/>
	Please specify: .....	

**A.1 Profile of the Applicant organisation**

Full legal name of the organisation in the national language:	KOLDERTO F
<b>Educational Organisation</b> (select one category only; for organisations providing different levels of education, select the most relevant one in accordance with the volume of teaching provided)	<input type="checkbox"/> Provider of adult education or continuing education <input type="checkbox"/> Formal provider X Non –formal provider <input type="checkbox"/> Higher education institution X School <input type="checkbox"/> general secondary <input type="checkbox"/> vocational / technical X primary Other (specify): .....
<b>Other types of Organisations</b>	<input type="checkbox"/> Research institute <input type="checkbox"/> Trade union <input type="checkbox"/> Hospital    X Parents association X Local community association <input type="checkbox"/> Library <input type="checkbox"/> Cultural organisation (e.g. museum, art gallery) <input type="checkbox"/> Prison <input type="checkbox"/> Publisher <input type="checkbox"/> Broadcasting company Other (specify): .....
Does your organisation care for learners with special educational needs? If yes, specify e.g. illiterate, disabled, etc.	<input type="checkbox"/> No X Yes. Specify: for people who are social, cultural and financial discriminated.....
<b>Status of the organisation</b> (select only the most relevant category)	X Non-profit / non-governmental organisation <input type="checkbox"/> European / international <input type="checkbox"/> national <input type="checkbox"/> regional X local <input type="checkbox"/> Private sector organisation / enterprise <input type="checkbox"/> Public organisation / authority <input type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local
<b>Funding of the organisation</b> (if both categories apply select only the one corresponding to the main contributor)	X Publicly funded <input type="checkbox"/> Privately funded

**Address of organisation** (If the application is successful, all correspondence and grant agreements will be sent to this address)  
**Please note that it is obligatory for all applicants to fill in this field**

Street name and number:	KEINKESSTRAAT 19
Post code and town/city:	3600 GENK
Region:	LIMBURG
Country:	BELGIUM
Phone and fax number (inc. country/area code):	Telephone: 003289355335 Fax: 003289304389
E-mail:	directie@europaschool.telnet.be
Website:	

**Head of organisation** (Person who legally commits his/her organisation and will sign the grant agreement if the application is successful)

Family and first name:	Title: Mr Family name: SCHILDERMANS First name: TONY
Official title:	

**Contact person** (Person who will be informed of the result of the selection)

Family and first name:	Title Mr Family name: SCHILDERMANS First name: TONY
Present position in the Applicant organisation:	FOUNDER + MEMBER

**Contact person's private address**

Street name and number:	SNOEPLUSTSTRAAT 35
Post code and town/city:	3900 OVERPELT
Region:	LIMBURG
Country:	BELGIUM
Phone and fax number (inc. country/area code):	Telephone: 003211643273 Fax: (.....) (.....)
Mobile telephone (inc. country/area code):	
E-mail:	Tony.schildermans@fulladsl.be

**Size of the organisation**

Number of staff: Administrative staff:	2
Teaching / training staff:	32
Number of adult learners Male:	150
Female:	160

## A.2 Involvement and Expertise of the Applicant organisation in the Partnership:

Number of staff members of the applicant organisation expected to <u>participate actively</u> in the Partnership	Total : 32 Female : 28 Male : 4
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Number of learners at the applicant organisation expected to participate in the Partnership	Total : 310 Female: 160 Male:150
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Age range of learners at the applicant organisation expected to participate in the Partnership	Youngest :18 Oldest :80
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Has your organisation participated in European cooperation activities before?	<input checked="" type="checkbox"/> NO <input type="checkbox"/> YES. Please give details in the section below:
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Year	European Union programme	Project reference number	Title

*Context and motivation*

How would you describe the context in which your organisation is operating? (for example: Are you in a disadvantaged area? Do you face specific needs from learners, staff or other groups, e.g. learners at risk of social exclusion, learners with special needs, migrants, refugees? If so, please explain.)

We are working in a disadvantaged area with + 80% migrants and refugees. Those people have a lot of problems with the education of their children on one side. On the other side we have a lot of problems with street violence by the youngsters.

Why does your organisation want to take part in European cooperation activities such as this Partnership? What are your objectives for European cooperation?

We are partners from different sectors – education, adult education, culture, youth work, youth reception, well-being,...

join forces to help youngsters and their parents who got into trouble because of social and cultural neglect.

On one hand we want to help them by providing educational support and new opportunities. On the other hand we want to provide extra support to newcomers in the field of education so we can better deal with the problems of these youngsters. The eventual goal is to make these youngsters better integrated into our society.

To achieve this, exchanges are organised between various countries in order to go and observe 'good practice' -

examples at the partner, to compare different opinions and to thoroughly investigate these problems together.

In other words, a learning partnership should be established and this is what we want and why we are working together with other European countries.

### A.3 Prioriteiten in Vlaanderen:

A. 3.1 Geef aan (door een X te plaatsen in de rechterkolom) tot welke Vlaamse prioriteiten je project zich richt.

het doel om de participatie aan LLL te verhogen	x
een strategisch en geïntegreerd onderwijs- en vormingsbeleid	
zichtbaar maken van leerervaringen in non-formele en informele context	x
aansluiting onderwijs en arbeidsmarkt	
kwaliteitszorg	
actief burgerschap	x
tegengaan van het vervroegd schoolverlaten	x

A.3.2 Geef aan in welke zin en op welke wijze(n) je projectvoorstel inderdaad effectief aansluit bij deze prioriteiten. Verduidelijk je antwoord door te verwijzen naar de relevante paragrafen in sectie C.

LLL : C1.1 Leerkrachten en opvoeders steeds bijscholen C1.7-A + C1.9 + C1.10

Leerervaringen : C1.1 Brede school C1.7-B + C1.9

Actief burgerschap : C1.1 verantwoordelijkheid aan de ouders C1.7-C + C1.9

Tegen vervroegde schoolverlaters : C1.1 inzicht in eigen kunnen – zinvolle vrijetijdsbesteding - opvoedingsondersteuning C1.7-D+ C1.9

### A.3.3. Applicant Declaration

*This is to be signed by the individual applicant and, if relevant, by the person authorised to enter into legally binding commitments on behalf of the applicant institution/organisation. The signature(s) must be original on all copies.*

*"We, the undersigned, certify that the information contained in this application is correct to the best of our knowledge.*

*We take note that under the provisions of the Financial Regulation applicable to the general budget of the European Communities<sup>3</sup>, grants may not be awarded to applicants who are in any of the following situations:*

*(a) if they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations;*

*(b) if they have been convicted of an offence concerning their professional conduct by a judgement which has the force of res judicata;*

*(c) if they have been guilty of grave professional misconduct proven by any means which the contracting authority can justify;*

*(d) if they have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the contracting authority or those of the country where the contract is to be performed;*

*(e) if they have been the subject of a judgement which has the force of res judicata for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;*

*(f) if following another procurement procedure or grant award procedure financed by the Community budget, they have been declared to be in serious breach of contract for failure to comply with their contractual obligations;*

*(g) if, in their grant application, they are subject to a conflict of interest;*

*(h) if, in their grant application, they are guilty of misrepresentation in supplying the information required by the contracting authority as a condition of participation in the grant award procedure or fail to supply this information.*

*We confirm that neither we nor the institution/organisation for which I (Head of Institution/organisation) am acting as legal representative are in any of the situations described above, and are aware that the penalties set out in the Financial Regulation may be applied in the case of a false declaration."*

Place: Overpelt

Date: 16 .02.2007

Name of applicant in capital letters:

Tony Schildermans

Name & position of representative of the institution/organisation in capital letters:  
founder and member of  
KOLDERTOOF,  
Director Europaschool-Genk

Signature of applicant:

Signature of representative of the institution/organisation:

<sup>3</sup> Further details may be consulted on : [http://ec.europa.eu/budget/documents/implement\\_control\\_en.htm](http://ec.europa.eu/budget/documents/implement_control_en.htm)

**B. INFORMATION ON THE PARTNERSHIP**

**Section B needs TO BE FILLED IN BY THE COORDINATING ORGANISATION on behalf of the Partnership as a whole. IT MUST BE INCLUDED IN THE GRANT APPLICATION OF EACH OF THE PARTICIPATING ORGANISATIONS to its respective National Agency**

Partnership title (including acronym, if any, plus translation in EN, FR or DE if none of these languages is the national language)	P.A.C.T. together around the table (P arents, A dults, C hildren, T eachers)
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**B.1 Summary of the Partnership**

- This section is mandatory for both **NEW** and **RENEWAL** Partnerships.
- Partnerships applying for **RENEWAL** should insert the summary presented last year with any necessary amendments. Please give a brief description of the Partnership (no more than 200 words). *This description may be used elsewhere by the European Commission and/or the National Agency when providing information on selected Partnerships, so please be clear and precise.*

Partners from different sectors – education, adult education, culture, youth work, youth reception, well-being,... join forces to help youngsters and their parents who got into trouble because of social and cultural neglect. On one hand they want to help them by providing educational support and new opportunities. On the other hand they want to provide extra support to newcomers in the field of education so they can better deal with the problems of these youngsters. The eventual goal is to make these youngsters better integrated into our society. To achieve this exchanges are organised between various countries in order to go and observe 'good practice'-examples at the partner, to compare different opinions and to thoroughly investigate these problems together. In other words, a learning partnership should be established. Collaboration with the students and their parents which aims to inform them about the educational and vocational opportunities and the labour market and to offer them counselling support

**B.2 Partnership identification data - 1**

- **NEW** Partnerships must complete section B.2 in full.

Partnership topic(s): <i>Please describe the precise topic(s) of the Partnership to be carried out by the Learning Partnership</i>	Adult education (Parents, youth workers, Unionmembers, teachers, teachers for adults) as a means to enhance equal educational opportunities for youngsters and adults.  Educational support for parents / teachers / educators with the intention to provide youngsters with more chances within our society and opportunities to integrate
Broad subject area(s) covered by the Partnership	<input checked="" type="checkbox"/> Intercultural dialogue <input checked="" type="checkbox"/> Information technology <input type="checkbox"/> Health <input checked="" type="checkbox"/> Active citizenship <input type="checkbox"/> Sustainable development <input type="checkbox"/> The media <input type="checkbox"/> Basic skills <input checked="" type="checkbox"/> Arts, music, culture <input checked="" type="checkbox"/> Education for parents <input checked="" type="checkbox"/> Languages * (see below) <input type="checkbox"/> Consumer education <input type="checkbox"/> Environment <input type="checkbox"/> Learning about European countries / the European Union <input type="checkbox"/> Other, namely: .....

If the Partnership proposed will be related to the learning of languages, which are the languages on which it will focus ("target languages")?	<input type="checkbox"/> Bulgarian <input type="checkbox"/> Czech <input type="checkbox"/> Danish <input type="checkbox"/> Estonian <input checked="" type="checkbox"/> German <input type="checkbox"/> Greek <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> French	<input type="checkbox"/> Italian <input type="checkbox"/> Irish <input type="checkbox"/> Latvian <input type="checkbox"/> Lithuanian <input type="checkbox"/> Hungarian <input type="checkbox"/> Maltese <input type="checkbox"/> Dutch <input type="checkbox"/> Polish	<input type="checkbox"/> Portuguese <input type="checkbox"/> Romanian <input type="checkbox"/> Slovene <input type="checkbox"/> Slovak <input type="checkbox"/> Finnish <input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> Other(s), namely: .....
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## B.2 Partnership identification data - 2

➤ This section must be completed in full by NEW and RENEWAL Learning Partnerships.

### Duration

Duration of the Partnership (as from 01 October 2007) <sup>4</sup>	<input type="checkbox"/> 1 year (renewals only)    x 2 years
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### Target Groups

You may select up to three categories numbering them from 1 to 3 in order of relevance (1 = highest)	<p>persons living in rural or disadvantaged areas</p> <p>1.X Migrants / travellers / ethnic or other minorities</p> <p>2.X Young adults (15-25 age range) at risk of social marginalisation</p> <p>3.X Other economically or socially disadvantaged groups</p> <p><input type="checkbox"/> Unemployed persons</p> <p><input type="checkbox"/> Persons in prison</p> <p><input type="checkbox"/> Disabled persons</p> <p><input type="checkbox"/> Senior citizens</p> <p><input type="checkbox"/> Local community groups</p> <p><input type="checkbox"/> Women</p> <p><input type="checkbox"/> Others (please specify)</p> <p>.....</p>
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### Main activities planned

You may select up to three categories numbering them from 1 to 3 in order of relevance (1 = highest)	<p><input type="checkbox"/> Seminars / workshops / conferences</p> <p>1. Bi/multilateral exchanges<sup>5</sup> of staff</p> <p><input type="checkbox"/> Bi/multilateral exchanges of learners</p> <p>2. Fieldwork, project research</p> <p><input type="checkbox"/> Performances (e.g. theatre plays, musicals, etc.) or exhibitions resulting from the project activities</p> <p>3. Publication of studies / reports / books / teaching material resulting from the project activities. Web site / internet based activities</p> <p><input type="checkbox"/> Others (please specify): -</p> <p>.....</p>
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<i>Does your Partnership address any of the operational objectives of the Grundtvig programme in addition to the first two? (tick only one)</i>	<p><input checked="" type="checkbox"/> improving the quality and accessibility of mobility in adult education and increasing its volume</p> <p><input checked="" type="checkbox"/> improving the quality and increasing the volume of cooperation in adult education</p> <p><input type="checkbox"/> assisting people from vulnerable social groups and in marginal social contexts</p> <p><input type="checkbox"/> facilitating the development and transfer of innovative practices in adult education</p> <p><input type="checkbox"/> supporting the development of ICT based content, services, pedagogies and practice</p> <p><input type="checkbox"/> improving pedagogical approaches and the management of adult education organisations</p>
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<sup>4</sup> Please note that all NEW Partnerships have a duration of 24 months. For RENEWALS the duration can be either 12 or 24 months, depending on the duration planned at the stage of the initial application.

<sup>5</sup> An exchange is a period spent abroad in a partner organisation in order to achieve specific learning / teaching objectives related to the Partnership.

### B.3 Participating organisations data

Please provide the requested information for each of the organisations involved in the Learning Partnership application. Please note that in 2007, new organisations will not be allowed to join existing Partnerships at renewal stage.

Note that the Applicant organisation in section A above may be either the “Coordinating organisation” or one of the other “Partner organisations” indicated in section B below.

COORDINATING ORGANISATION			
Full legal name of the <u>coordinating organisation</u> in the national language:		KOLDERTOOF (EUROPASCHOOL GENK)	
Translation of the name into EN, FR or DE if none of these languages is the national language :		KOLDERTOOF (EUROPASCHOOL GENK)	
Country:	BELGIUM	Full address	KEINKESSTRAAT 19, 3600 GENK
Contact Person's name	SCHILDERMANS TONY	Telephone	0032 89355335
Contact Person's function	Founder and member Koldertof Director Europaschool	Fax	0032 89304389
		e-mail	directie@europaschool.telenet.be

#### Participating Organisation 2

Full legal name of the <u>participating organisation</u> in the national language (plus translation in EN, FR or DE if none of these languages is the national language):		A N P E VALLADOLID	
Street name and number		C/LAYANTE 58, ARROYO DE LA ENCOMIENDA	
Post code and town/city	ES - CP 47195 VALLADOLID	Country	SPAIN
Contact Person's Name	MAR SANHEZ BAYON	Telephone	0034 983356961 - 619388236
Contact Person's function	EDUCATION AND COMMUNICATION DEPARTMENT	Fax	0034 983359780
		e-mail	Marvall76@hotmail.com

X The institution is willing to take over the coordination of the Partnership in case the application of the nominated coordinator is rejected in the selection procedure.

#### Participating Organisation 3

Full legal name of the <u>participating organisation</u> in the national language(plus translation in EN, FR or DE if none of these languages is the national language):		13th “EVENING” Technical Vocational Educational School of Thessaloniki	
Street name and number		MAVROMIHALI 46	
Post code and town/city:	GR-54249 THESSALONIKI	Country	GREECE
Contact Person's Name	HARALAMBOS KARAOGLANIS	Telephone	0030 2310537692
Contact Person's function	PROFESSOR	Fax	0030 2310537692
		e-mail	mail@13tee-thess.sch.gr

X The institution is willing to take over the coordination of the Partnership in case the application of the nominated coordinator is rejected in the selection procedure.

#### Participating Organisation 4

Full legal name of the <u>participating organisation</u> in the national language(plus translation in EN, FR or DE if none of these languages is the national language) :		BIBer-team GmbH Hamburg	
Street name and number		KATTUNBLEICHE 31 A	
Post code and town/city:	DE-22041 HAMBURG	Country	GERMANY
Contact Person's Name	STEFANIE WÜRL	Telephone	0049 406325722
Contact Person's function	SOZIALPÄDAGOGIN PROJECTKOORDINATOR	Fax	0049 406325722
		e-mail	wuerl@biber.team.de

The institution is willing to take over the coordination of the Partnership in case the application of the nominated coordinator is rejected in the selection procedure.

#### Participating Organisation 5<sup>6</sup>

Full legal name of the <u>participating organisation</u> in the national language(plus translation in EN, FR or DE if none of these languages is the national language) :		VESTRE SCHOOL Primary/secondary school for children with special needs.	
Street name and number		Gyldenbjergvej 29	
Post code and town/city:	DK-5700 Svendborg	Country	DENMARK
Contact Person's Name	BODIL HANSEN	Telephone	0045 62211207
Contact Person's function	TEACHER	Fax	
		e-mail	vestreskole@svendborg.dk

The institution is willing to take over the coordination of the Partnership in case the application of the nominated coordinator is rejected in the selection procedure.

#### Participating organisation 6

Full legal name of the <u>participating organisation</u> in the national language(plus translation in EN, FR or DE if none of these languages is the national language) :		PAN CYPRIAN SCHOOL FOR PARENTS	
Street name and number		18, Arch. Makarios III, 5th floor	
Post code and town/city:	CY-1065 NICOSIA	Country	CYPRUS
Contact Person's Name	MICHAEL CHARLISTOS	Telephone	0035 722754466
Contact Person's function	President of the Panycrian school for parents	Fax	0035 723828008
		e-mail	charlist@spidernet.com.cy

#### Participating organisation 7

Full legal name of the <u>participating organisation</u> in the national language(plus translation in EN, FR or DE if none of these languages is the national language) :		COMMUNITY COLLEGE OF KUOPIO	
Street name and number		PUISTOKATU 20	
Post code and town/city:	FI-70110 KUOPIO	Country	FINLAND
Contact Person's Name	MAARIT NISKANEN	Telephone	0035 8447184714
Contact Person's function	Planning officer	Fax	0035 817183730
		e-mail	Maarit.niskanen@kuopio.fi

<sup>6</sup> copy to add more participating organisations if necessary

## B.4 Associated partners

*"Associated partners" are organisations, such as associations, local or regional authorities, companies, etc. (cf. list below the table) which will play an active role in the Grundtvig Partnership. If your institutions intend to involve such organisations in the partnership, please include them hereafter. You can only include organisations from the countries involved in the Partnership.*

Please give the full legal name and the status* of the associated partners of the Partnership :	
Name	Status*
Jeugdwerking Kolderbos Turkse moskeevereniging Integratiedienst Opvoedingswinkel Stadswachten Voetbal Kolderbos	Non-profit ass. local
xxxxxxx	

\* Types of organisations:

Non-profit association (local/regional/national)

Non-profit association (international)

Research institute

Public authority (local)

Public authority (regional)

Public authority (national)

Private company (manufacturing)

Private company (services)

Other type of organisation

## C. PARTNERSHIP CONTENT AND ORGANISATION

### C.1 For NEW Learning Partnerships ONLY

Your answers may not take more than 5 A4 pages in total (not including the tables mentioned under question C.1.12).

*Please answer the following questions, which are designed to identify the Partnership aims and objectives, expected outcomes, main activities and final beneficiaries, as well as the internal organisation of the Partnership. Please distinguish in each answer - if appropriate - between the various organisations / institutions participating in the Partnership.*

#### C.1.1. What are the aims and objectives of the Learning Partnership?

Our society is changing. There is a big need for highly qualified people. The illiterate, immigrants and youngsters from underprivileged social backgrounds who had a limited or aborted school education don't get a chance. This project mainly unites institutions and schools working with these problems.

- We, the 7 partners, want to improve these youngsters' opportunities of participation in society as a whole.
- We want to improve the guidance into the various sectors of society for these children and youngsters.
- We want to optimise the system of care and establish preventive measures for the children and youngsters.
- We want to improve social cohesion.
- We want a safer and more stimulating environment for youngsters and children to learn and live in within and outside the school.
- We want to improve the opportunities for the youngsters to learn and develop.
- We want to find out how we can take care of drop-outs again.

Therefore our goals are:

- Helping the parents (often socio-emotionally and culturally neglected) to educate their children by providing educational support (through school, community work or youth work).
- Making sure community work has a more stimulating influence on the education and integration of children / youngsters
- Better preparing new teachers and educators for this new assignment (through lectures by experienced people, education and support from the teachers' unions)

To achieve this we want to:

- Get all community organisations dealing with community life to agree. Not an over-abundance of help but specific help where necessary. Not 'a lot of help is good' but 'good help counts for a lot'. Not working next to each other but working together.
- With the help of community organisations make sure that there is a large offer of sporting and cultural activities so that youngsters are able to spend their free time in a meaningful and constructive way.
- Offer insight into the problems to teachers (and all participants involved in education, e.g. unions, colleges teaching educational theory, adult education,...), give them further training (e.g. internships in schools with a large percentage of immigrant students) and offer them solution methods. A lot of field work still has to be done here (lectures by experienced school boards, trainings by the union).
- Give the different partners in the project the opportunity to go and study 'good examples' at each other's institution and by means of discussion let them search for opportunities to meet these objectives in real life and work on initiatives.

"We want to organise partner working meetings to plan activities and present concrete activities on traditions of social care in our societies and try to identify what key role our traditions play in social concern and bringing up children. Partners will carry out workshops to share knowledge and experiences of their traditions giving every participants opportunity to experience the partner's different culture..

Partner countries will involve both teachers and learners throughout the project to enable them to share and learn from one another during project activities.

At the end of the project partners will meet to evaluate the project and collate activities. We hope that in the end of this project during these two years, all those involved in this project have been able to come in personal contact with everyone else, at least once.. Some people will be more affected and others less. But we hope that those who usually remain idle because they do not know what they should do or how, will find themselves face to face with fresh, original and practically ideas that will lead them to take on initiatives."

### C.1.2. Please provide information on the nature and expertise of the organisations involved in the Partnership.

Europaschool Genk is a school with a large percentage of immigrant students. They have more than 20 years of experience in working with and for the underprivileged. They started the project 'Koldertof' which unites all community organisations to work on community work and educational support TOGETHER. This has already made the notorious neighbourhood of Kolderbos a much nicer place to live in. The school received prestigious prizes for this work during the last two years: the Queen Paola Institution's first prize for the 'school with the most opportunities' and the King Boudewijn Institution's first prize for 'parental involvement'.

ANPE Valladolid is a teachers' union. One of their missions is the training / education of teachers so as to better prepare them for the new situations they will encounter, e.g. students or children with special needs, living problems (drugs, family issues, relationship problems). They want to offer teachers strategies and methods to cope with these problems.

13<sup>th</sup> Evening is a school for technical / vocational training. They give parents and children information about future possibilities, help them choose the right profession and offer guiding support. They investigate the reasons why children drop out of school or why they fail their studies.

BIBer-team: investigates systematic consultations as a solution for equal opportunities for youngsters. This work is based on the methods of social work.

Community college of Kuopio: has many years of experience in the field of 'family learning of immigrants'.

Vestre school has a lot of experience with parental involvement in the functioning of the school. They work with 'parent-classes', classes in which confused and socially neglected children learn together with their parents. The aim is to teach the parents how they can support their children in their studies. Another aim is to support parental education and thus support the entire family.

Pan Cyprian School for Parents is specialised in educational support of parents of problem children in order to improve school results and life in general (dealing with domestic violence, violence in the schools, drugs, inappropriate behaviour,...)

### C.1.3. Within the Partnership what will be the respective roles and tasks of (1) the coordinating organisation / institution and (2) the other participating organisations / institutions?

Next to the work all participating organisations undertake, the coordinating institutions will mainly take care of the follow-up of the project. Do all partners systematically and consciously work towards the realisation of the goals? Is any adjustment needed? The coordinating organisation is also responsible for respecting the timing and makes sure the paperwork gets to the right place on the right time. The other participating organisations try to realise as well as possible the project they wrote out together. All organisations collaborate on a basis of equality. Each organisation has an equal input in the project. The coordinating institution will: "Ensure that the partner's "good practice" and experiences is shared among the members via email, meetings etc. so that the less experienced members of the team benefit from those who have more experience.

**Other participating organisations will:** "Ensure that all documentation is received by the local Grundtvig national agencies by the due date and will send copy to the coordinator by way of confirmation.

See to translation and distribution of existing materials, make questionnaires, analyse and disseminate this knowledge.

### C.1.4. How will effective communication and cooperation between the participating organisations/institutions be ensured?

- The goals that are written out were agreed upon by the partners in collaboration.
- We are aware that the development of this project is very contextually dependent on both the partners at home, the local goals, the available means. The chance of success is closely dependent on the insight into this local opportunity, challenges, existing dynamics. Therefore visiting each other is important. Regular exchanges will be organised.
- By means of ICT we will try to remain in touch as often as possible and follow up on our partners' activities. An ICT-platform needs to be created for internal communication. A website will be created to show our work to the world.
- During each visit an interim evaluation will be a fixed agenda point to adjust where needed. After 1 year, all partners involved and our target-group, the underprivileged for which we work, will do an extensive mid-term evaluation. An extensive mid-term evaluation will be done by all partners involved and our target group, the underprivileged for whom we work. This evaluation by people from outside the project is also the start of the second year. The concrete task of making an educational calendar/guidebook useable by everyone in every country requires good agreements and collaboration

"During the first meeting the project will set out clear aims, objectives and targets. Each institution will have responsibility for reporting back on progress made. Each meeting will give participants the opportunity to update in individual organisational progress as well as the progress of the overall project."

C.1.5. What impact is the Partnership expected to have? *Please indicate the impact on:*

A. *the expected impact on*

*(1) the learners and staff directly participating*

- Broadening of the notion of being underprivileged and how to do something about it
- Gaining knowledge about various projects in different countries, how they think about the problems of being underprivileged and about drop-outs, which solutions they search for, which results they achieve.
- Gaining knowledge about solution methods to be implemented in family situations
- Gaining insight in the functioning of other organisations working with youngsters in problem situations.
- Acquiring material to be able to work more thoroughly within our own network

Hopefully the learners and staff will gain self confidence as they will be involved in the planning and implementation of workshops and seminars. They will be able to collect new ideas and materials and adapt methods learnt during the partnership meetings.

*(2) the organisations / institutions participating in the Learning Partnership as a whole*

- Broaden their functioning by broadening their horizon and by means of information and ideas acquired during visits to the other countries
- Moreal support, we are not the only ones facing these problems
- Implementing new methods and ways of seeing things in the home country

*(3) where relevant, on the local community / region where each institution is located.*

- We want everybody to work on an extended network. Several sectors are responsible for the general development of youngsters. School, youth work and the sector of well-being don't face this task alone. The success of the project depends on the network between various local partners. We want to involve these partners in our project by inviting a representative of the local organisations of every country to our meeting days in order to enlarge their involvement and their willingness to collaborate.
- Our final product, an educational calendar or an educational guide book, will be made in collaboration with local organisations. These local organisations will also be responsible for the distribution and for further explanation and support. The contents of the calendar should incite to reflect about one's actions (education, integration,...)

B. *whether the project is expected to contribute more generally to teaching / learning in the chosen subject area and, if so, how.*

- In our project we have the collaboration of several leading persons connected to schools with problem children, to institutions dealing with drop-outs, to unions that want to prepare their members / teachers to deal with problem children. They all subscribed to this project because they search for better solutions for these problems. Thinking about this together and comparing each other's work and results will lead to new insights and by consequence to adapted methods of dealing with this.
- The final product, the educational calendar or the educational guide book, should offer a guideline to parents but also stimulate interaction between parents, youngsters and teachers. Here we reach the essence of the title of this project: ['PACT around the table'](#).

*(1) the learners and staff directly participating, (2) the organisations / institutions participating in the Learning Partnership as a whole and (3) where relevant, the local community / region where each organisation / institution is located.*

#### C.1.6. How will the Partnership be integrated in the current activities of the participating organisations?

Each time we meet each other they will be partners out of the different organisations. They will come in contact with the project 'on the first row'. They are our advisers (concerning the subjects) and evaluators of our work. We are sure they are the best guarantee for integration in the partnership.

#### C.1.7. How do you intend to evaluate the success of the Partnership, in terms of the extent to which it has achieved the objectives and impacts set out in your answers to questions C.1.1. and C.1.5. above?

- During each visit there will be an evaluation of the used methods, the content and the proposed goals and the timing. Here we will evaluate to which degree the goal proposed during the previous meeting has been realised and what needs to be adjusted.
- During the first visit we will make a scenario about the timing for the development of the different subjects of our project.
- After the first and second year representatives of the various parents' associations and youth organisations will do an evaluation. an evaluation will be done by representatives of the various parents' associations and youth organisations. They will indicate what they feel about the functioning of the project and what adjustments they think should be made. They will do this by means of a questionnaire about the proposed goals, followed by a discussion and adjustments.
- During each visit we will use INSTRUMENTS OF EVALUATION such as questionnaires that will be filled in by the people involved in each activity.
- Interviews will be another instrument to obtain the information required to know how the project is working.
- The WEB SITE and the ITC-PLATFORM will help us to collect more information about every moment during the process.

#### C.1.8. How do you intend to disseminate and use the results, experience and, where applicable, 'end products' of the Partnership? Please refer to the steps that the participating organisations intend to take to disseminate and use these results amongst: (1) the participating organisations / institutions, (2) other organisations / institutions in the local community and (3) where applicable, the wider lifelong learning community.

##### *(1) amongst the participating organisations / institutions*

As synthesis of the project an educational calendar or educational guide book will be made by and for all participants, to be distributed among all those involved. All countries, all organisations and all people involved have their say in compiling the items for this calendar. The end result: educational tips, tips improving our insight into education, short practical tips,... This will be distributed to all involved target groups in all countries.

##### *(2) to other organisations / institutions in the local community*

By involving members of various organisations directly in the project (doing research together, also in other countries), we want to improve the quality of our work but also general involvement and distribution.

"We will organise dissemination seminars. We will use the photographs and video materials for a web site at the end of our project. We have already organized a chat-room for a rapid change of ideas ( see [braveknights@yahoo.com](mailto:braveknights@yahoo.com))

##### *(3) where applicable, to the wider lifelong learning community.*

We believe GRU2 will provide enough material and insights to be able to start up a GRU1 project afterwards, in order to compile all these experiences in a book (good practice-book).

We will use a web site to show the project and to let other organisations, parents, adults, children and teachers know about the experience.

They will find there download activities, such as the educational guide book or calendar... and we will make an advertising campaign through the internet establishing contact with the closer organisations in each country, such as schools, social associations ...etc.

#### C.1.9. If your Partnership concerns intercultural dialogue, please explain how you will address this theme.

The intercultural dialogue is a daily and natural activity of our partners. We all are working with people with different cultures, so this item can't be a problem in our project.

C.1.10 Has one or several of the organisations involved in the Partnership received a Partnership grant before? If yes, please give details on the year, reference number and title of the Partnership.

No organisation had a partnership before.

C.1.11. If you have planned specific activities around one or several of the Grundtvig priorities below, please explain in detail the concrete measures you intend to take to:

- actively involve adult learners throughout the Partnership (planning, implementation and evaluation)  
Because of the large diversity of participants working both with youngsters and adults (youth workers, educators, unions, social workers), our goals have been adapted to this. On the one hand we work directly towards parents and children concerning educational support: how they can immediately improve their own or their children's education. On the other hand we also work towards educators: familiarising them with the problems and preparing them for their future task as educator / teachers (e.g. the unions' input)

This diversity of participants is an enrichment for the project. The problem is not only related to education in schools but the wider phenomenon of education.

- help people with a disability or other special needs to take part in the Partnership  
- For the socio-emotionally deprived and opportunity-deprived immigrants a sort of manual will be created in the form of an educational calendar with simple tips, clarifications and suggestions.

- help promote the participation of learners or organisations / institutions disadvantaged for socio-economic, geographic or other reasons  
- During each exchange we will invite one representative per country of a socio-economically disadvantaged group in order for them to be at the base of the development of our project. Their input is important to us.  
We will take into account not only the participation of the organisations from the local area but also from the villages around.

In between the seven visits to the countries, we will create a magazine in which we will write the conclusions of the visits, with activities and ideas. This magazine will be done in the different languages and send to the organisations that collaborate with the project.

- make sure that women and men have equal access to the Partnership  
- We treat men and women as equals. This in itself is a statement that should stand as an example.

C.1.12. Please fill in the Activity Planning table and the Mobility Activities table at the end of section C and provide information on the activities and mobilities taking place in each participating organisation.



## Activity Planning Table (not including mobility, see Mobility Activities table) <sup>7</sup>

- Please summarise in the table below the planned Partnership activities for each of the **organisations in the Partnership**.
- **NEW Partnerships** should fill in this table for the entire duration of the Partnership (2007-2009) including its preparation, implementation, evaluation and dissemination stages.
- **RENEWAL applications** should describe the activities envisaged from the beginning of the year 2007/2008 until the end of the Partnership.
- The eligibility period starts on 1 October 2007 and goes on until 31 July 2008 or 31 July 2009, depending on the length of the Partnership.

Planned Date ("from" - "to"; to be expressed in months)	Location(s)	Activity description Describe the nature of the activity planned	Objectives	Actor(s) involved Identify the organisation(s) and, if relevant, the function of the individual(s) involved in the activity	Expected result Describe the expected results / outcomes of the activity concerned
October 2007	Europaschool Genk / Belgium	-Concrete planning of every session -Formulating questions for the research into educational needs -A visit to local youth organisations, parental associations, integration councils,...; discussion of the problems -Formulating the tasks for the next meeting + discussing the method of evaluation - develop questionnaire and finding funds for platform and website.	-finalising the details of the project -gaining insight in solution strategies used in Belgian organisations in their battle against the phenomenon of being underprivileged. -solving practical problems (platform, evaluation,...)	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers). This means every exchange has 6x3 invitees plus the representatives of the host country. THOSE ACTIVITIES WITH THE LOCAL PARTNERS TAKE PLACE EVERY 2 MONTHS.	-starting up the project -a clear evaluation method -starting up an internet platform to enable mutual communication -a clear goal and working systematically towards this goal -insight in a number of solution methods and ways of working in Belgium
September 2007	13o Evening School T Thessaloniki/Hellas (local activity)	Information-meeting about the Project addressed to all the educational community. Questionnaire distributed to learners and target group about their needs and their expectations of the project	Concrete the needs of learners about the project in order to find strategies and to choose pedagogical approach	13o Evening School Thessaloniki/Hellas	To be more effective when we collaborate with our learners and to provide them essential education adapted to their personal development
Middle of December 2007	Community Coegee of Kuopio – Finland	-Discussion and evaluation of the tasks of September -visit to a number of organisations working around youth problems / the underprivileged -collecting material for the educational calendar (first discussion) -Formulating tasks for the next meeting	-gaining insight in dealing with problems of underprivileged youngsters / adults -acquiring solution methods -developing mutual respect and social responsibility -developing the educational calendar	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers). This means every exchange has 6x3 invitees plus the representatives of the host country.	-proposals that contribute to the solution of the problem of underprivileged youngsters, educational support -contributions to the realisation of the educational calendar -more insight in the problems -communication by participants about their problems via the platform (also outside the project).

<sup>7</sup> Copy this page if necessary

November-December 2007	13o Evening School Thessaloniki/Hellas (Local activity)	Visit with the learners industries and discuss with the workers and the managers about the business and the labour market	To inform our learners about the needs of the labor market and to motivate them in order to continue their education	13o Evening School Thessaloniki/Hellas	To enrich the qualities of our learners so that they can easily be integrated to the labor market
Beginning of March 2008	BIBer-team Hamburg	-Discussion and evaluation of the tasks of our meeting in Finland -visit to a number of organisations working around youth problems / the underprivileged -collecting material for the educational calendar -Formulating tasks for the next meeting	-gaining insight in dealing with problems of underprivileged youngsters / adults -acquiring solution methods -developing mutual respect and social responsibility -developing the educational calendar	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers). This means every exchange has 6x3 invitees plus the representatives of the host country.	-proposals that contribute to the solution of the problem of underprivileged youngsters, educational support -contributions to the realisation of the educational calendar -more insight in the problems -communication by participants about their problems via the platform (also outside the project).
April-May 2008	13o Evening School Thessaloniki/Hellas (Local activity)	Seminar about the ICT and languages	To inform our learners about the necessity of ICT and languages	13o Evening School Thessaloniki/Hellas	To provide to our learners these two basic key skills
May 2008	ANPE Valladolid Spain	-Discussion and evaluation of the tasks of our meeting in Hamburg -visit to a number of organisations working around youth problems / the underprivileged -collecting material for the educational calendar. 1. Round table with different representative members of the education in the area. 2. Meeting with teachers of adults. -Formulating tasks for the next meeting	-gaining insight in dealing with problems of underprivileged youngsters / adults -acquiring solution methods -developing mutual respect and social responsibility -developing the educational calendar 1. to give different visions from the subjects at issue in the different countries. 2. to give their ideas and opinions about the situation in their daily work.	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers). This means every exchange has 6x3 invitees plus the representatives of the host country. 1. 7 institutions participate in our project. Each institution will be present with 3 and representative members of the educational minister. 2. 7 institutions participate in our project. Each institution will be present with 3 and teachers of adults from the area.	-proposals that contribute to the solution of the problem of underprivileged youngsters, educational support -contributions to the realisation of the educational calendar -more insight in the problems -communication by participants about their problems via the platform (also outside the project) 1. communication by participants about their problem. 2. contributions to the development of the project in general.
End of September 2008	Pan Cyprian school for Parents – Cyprus	-Discussion and evaluation of the tasks of our meeting in Spain -visit to a number of organisations working around youth problems / the underprivileged -collecting material for the educational calendar -Formulating tasks for the next meeting	-gaining insight in dealing with problems of underprivileged youngsters / adults -acquiring solution methods -developing mutual respect and social responsibility -developing the educational	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers). This means every exchange has 6x3 invitees plus the representatives of the host	-proposals that contribute to the solution of the problem of underprivileged youngsters, educational support -contributions to the realisation of the educational calendar -more insight in the problems -communication by participants about their

			calendar	country.	problems via the platform (also outside the project).
October 2008 – April 2009	13o Evening School Thessaloniki/Hellas (local activity)	Visit to the The Career Office of the TEI (Technological Educational Institute) which is located on the campus of the Institute in the Industrial Zone of Sindos in Thessaloniki. Counselling support to our students offered by the psychologues of the Career Office	To keep up to date with the job market, register the needs of the economy and the possibilities for employment of our learners. To provide information concerning career opportunities. To make contact with companies within the county of Thessaloniki and the neighboring counties and cooperate with them to cover any available employment positions. To serve the needs of senior students and graduates.	13o Evening School Thessaloniki/Hellas	To encourage our learners, after their collaboration with the staff of the Career Office to continue their education in the framework of the Lifelong learning.
End of January 2009	Vestre School – Denmark	-Discussion and evaluation of the tasks of our meeting in Cyprus -visit to a number of organisations working around youth problems / the underprivileged -collecting material for the educational calendar -Formulating tasks for the next meeting - Meeting with the minister of education. - Attending a seminar organised from our organisation with other organisations dealing with our problems, from the focus of the parents.	-gaining insight in dealing with problems of underprivileged youngsters / adults -acquiring solution methods -developing mutual respect and social responsibility -developing the educational calendar -conclusions of the seminar.	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers) . This means every exchange has 6x3 invitees plus the representatives of the host country.	-proposals that contribute to the solution of the problem of underprivileged youngsters, educational support -contributions to the realisation of the educational calendar -more insight in the problems -communication by participants about their problems via the platform (also outside the project).
May 2009	13 <sup>th</sup> Evening Technical Vocational School of Thessaloniki	-discussion and evaluation of the tasks of our meeting in Denmark -Which needs still exist? -Are we able to and do we want to apply for a GRU-1 project with what we know now? -solemn conclusion of the project	-concretize the insights we gained in (newspaper) articles -initialising the new GRU-1 project -evaluation of what you can learn from an international project	7 institutions participate in our project. Each institution will be present with 3 representatives of whom two come from the target group (teachers – educators – representatives of the underprivileged and immigrants – youth workers). This means every exchange has 6x3 invitees plus the representatives of the host country.	-insights into educational problems and support and the battle against the phenomenon of being underprivileged -using adapted methods to solve local problems -working together across (countries') boundaries

			-officialize our friendship for life		
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## D. Grant request

Please note that this section of the application form must be completed **individually** by each organisation participating in the Partnership. The grant request relates exclusively to **your own organisation's funding for 2007/08 and 2008/09 (or only 2007/08 in the case of 1-year renewals)**. This means that each participating organisation has to complete an **individual** grant request.

### D.1. GRANT AMOUNT REQUESTED

The grant amount is a contribution to your Partnership costs for both local activities and mobility. Please note that the mobility numbers shown below refer to staff and/or learners and not to number of activities or number of days. These numbers are the minimum required for your organisation to receive payment of the full grant amount at final report stage. With your final report, you will need to be able to provide proof of the mobilities actually carried out (e.g. boarding passes, certificates from host organisations). You are of course free to carry out more mobility activities than this minimum, within the limits of the funding awarded. The grant will not be increased in any case.

Please select from the list below the category that best corresponds to your workplan for the whole 2-year Partnership activity period (or 1 year in the case of 1-year renewals) and enter the correct grant amount for your own country as shown in Annex 1.

My organisation will carry out (select only one): Grant amount (€)<sup>8</sup>:

*1-year renewals:*

At least 2 mobilities

\_\_\_\_\_

or

At least 6 mobilities

\_\_\_\_\_

*New Partnerships and 2-year renewals:*

At least 4 mobilities

\_\_\_\_\_

or

At least 12 mobilities

€14.000

Please note:

1. Partnership funding is awarded as a **lumpsum** - this means that costs do not have to be proven with receipts. In order to receive payment of the full grant amount at final report stage, you will have to report on local activities, mobility activities and on outcomes of your Partnership. You will also have to be able to provide proof of mobility activities which may include, for example, boarding passes and certificates from partner organisations of your participation in project meetings.

2. The **National Agency** in each country has defined the lumpsum amount which it will grant to its participating organisations in each of the cases shown above. You will find these amounts in Annex 1.

3. Mobility activities can be undertaken by adult education staff, learners, representatives of associated partners (e.g. local community associations) and, in the case of mobility involving persons with special needs, by accompanying persons such as parents, guardians or carers.

<sup>8</sup> Select the amount applicable in your own country from the table in Annex 1

## D.2. PARTICIPANTS WITH SPECIAL NEEDS<sup>9</sup>

If your organisation's Partnership activities (local activities and/or mobility) involve staff or learners with special needs, you may request that the usual minimum mobility numbers be reduced. This is intended to make funds available for specific extra costs linked to participation of staff or learners with special needs. Depending on the amount of extra costs, the National Agency may agree to reduce by up to half the minimum number of mobilities for which proof must be presented at final report stage.

Don't forget that accompanying persons such as parents, guardians or carers can also take part in mobility activities involving staff or learners with special needs.

Please provide details below.

Please give details of the nature of any special needs which are linked to additional costs:	
Please give details of the expected extra costs:	
How many mobilities do you plan to carry out in total? ( <i>This must be at least half of the usual number shown in section D.1 above</i> )	

*Example: Your institution applies in section D.1 for a Partnership with a usual minimum of 12 mobilities and plans to attend 2 project meetings in partner countries. Learners with special needs will attend these meetings and you will have to pay for the transport of wheelchairs and for renting an adapted minibus in the destination country. Due to these extra costs the funding available only enables you to send a total of 8 persons to the meetings (4 learners, 2 teachers and 2 carers). If your request is clearly explained in section D.2 above, your National Agency may agree that proof of the mobility of only 8 persons (instead of the usual 12) is required at final report stage. Your organisation will be granted the same grant amount as a Partnership undertaking at least 12 mobilities.*

## D.3. TRAVEL TO OR FROM OVERSEAS TERRITORIES

If your mobility activities include travel to and/or from the Overseas Territories in Annex 2, you may request that the minimum mobility numbers be reduced. This is intended to make funds available for extra travel costs. Depending on the amount of extra costs, the National Agency may agree to reduce by up to half the minimum number of mobilities for which proof must be presented at final report stage.

Please provide details below.

Please give details of the planned mobility activities to/from Overseas Territories and of the travel costs involved:	
How many mobilities do you plan to carry out in total? ( <i>This must be at least half of the usual number shown in section D.1 above</i> )	

<sup>9</sup> The term "special needs" is intended to cover special learning, behavioural, health or physical needs.

ANNEX 1: NATIONAL AGENCY GRANT AMOUNTS IN EURO FOR GRUNDTVIG PARTNERSHIPS

	For 1-year Renewals		For 2-year Partnerships (New or Renewals)	
	At least 2 mobilities	At least 6 mobilities	At least 4 mobilities	At least 12 mobilities
BE(fr)	6.000	10.000	12.000	20.000
BE(nl)	3.000	6.000	6.000	14.000
BE(de)	5.000	8.000	12.000	18.000
BG	4.000	7.000	8.000	14.000
CZ	4.800	7.400	9.600	14.800
DK	4.000	9.500	8.000	14.000
DE	5.000	8.500	10.000	17.000
GR	5.500	7.500	11.000	15.000
EE	4.000	6.000	6.500	13.000
ES	5.500	8.500	11.000	17.000
FR	3.500	8.000	7.000	16.000
IE	5.000	10.000	10.000	18.000
IT	7.000	10.000	14.000	20.000
CY	3.500	6.500	6.000	13.000
LV	5.100	8.300	10.200	16.600
LT	4.600	7.750	9.000	15.600
LUX	4.000	8.000	12.000	20.000
HU	6.000	9.000	12.000	18.000
MT	7.000	11.000	14.000	23.000
NL	5.000	8.500	10.000	17.000
AT	5.000	8.000	10.000	17.000
PL	5.000	9.000	10.000	18.000
PT	5.000	9.000	10.000	18.000
RO	3.000	6.000	8.500	15.000
SI	5.500	9.500	11.000	19.000
SK	6.000	10.000	12.000	20.000
FIN	3.000	7.000	6.000	14.000
SE	2.400	6.500	4.800	13.000
UK	5.000	9.000	10.000	17.500
IS	5.200	8.600	10.400	17.200
LI	5.500	8.500	10.000	17.000
NO	3.000	8.000	6.000	16.000
TR	5.500	10.000	11.000	20.000

- Greenland
- New Caledonia and Dependencies
- French Polynesia
- French Southern and Antarctic Territories
- Wallis and Futuna Islands
- Mayotte
- St Pierre and Miquelon
- Aruba
- Netherlands Antilles
  - Bonaire
  - Curaçao
  - Saba
  - Saint Eustatius
  - Saint Martin (Sint Maarten)
- Anguilla
- Cayman Islands
- Falkland Islands
- South Georgia and the South Sandwich Islands
- Montserrat
- Pitcairn
- Saint Helena, Ascension Island, Tristan da Cunha
- British Antarctic Territory
- British Indian Ocean Territory
- Turks and Caicos Islands
- British Virgin Islands

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<sup>10</sup> Overseas Association Decision of the Council, 2001/822/EC of 27 November 2001, OJ L 314/1