

THE ENGLISH MATTERS' GUIDE FOR APPLICATION TO ERASMUS+ / KA1

Support for institutions/participants' applications to English Matters'
In-service Professional Development Programme.

Important notice: Please note that the information in our guide is only suggestions. You should not just copy and paste our tips and examples but work with them to adapt them to your own situation so that your institution's application is truly original and contextualized. English Matters wants to make it clear that our views and ideas are in support of the schools and we cannot be held responsible for any use made of the ideas in our guide.

English Matters Advisory Team
V.01 – 15/04/2021

INTRODUCTION TO ENGLISH MATTERS' GUIDE FOR APPLICATION TO ERASMUS+ / KA1

Here are some suggestions to help you and your institution to apply for an ERASMUS+ grant under Key Action 1 (KA1) for teachers and staff to attend **Courses and Trainings**.

The evaluation of your Erasmus+ (KA1) grant application will be done on the basis of the **specifics of your institution, your professional context and your own training needs**: your school's needs, your individual needs as teachers, your training needs, the connection with the aims of the training, the impact on your students, on your school, on the educational and the professional community, the European added value of participating in an European professional development course and how you plan to disseminate your learning in the course to help others, etc.

It is expected that every applicant institution should have different needs and aims, depending on their school's context, their students, their staff's personal and professional situation, etc., and that is why **you should differentiate from other applicants in your own country by giving a personal response rather than a standard one to the sections of the application form**. Please see our ideas and comments below as simple suggestions. You should not simply copy and paste our recommendations and examples but work with them to **adapt them to your own situation** in order to make your institution's application really original and contextualized.

Finally, **English Matters would like to state clearly that our views and ideas are merely a guide and support to help you and we cannot be held responsible for any outcome that may result or any use made of the ideas below**.

Good Luck!
English Matters Advisory Team

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I. WHAT ERASMUS+ COURSES CAN ENGLISH MATTERS OFFER YOU AND YOUR SCHOOL?

English Matters' wide range of Erasmus+KA1 courses can help you to design your European Mobility plan with a well-balanced choice of courses and training activities for the professional development of Teachers, Headteachers or Principals and other school staff. You can find below our courses in [Ireland](#), [Spain](#), [Finland](#), [Sweden](#), [Iceland](#), [Norway](#), [Portugal](#) and [Italy](#).

ENGLISH MATTERS' ERASMUS+ TRAINING PROGRAMMES Professional Development Programmes for Teachers and Staff	
ERASMUS+ COURSES and TRAINING	COUNTRIES
I. INNOVATIVE Methodologies for Teaching and Learning	
<i>INNOVATIVE Methodologies for Teaching and Learning</i>	IRELAND (Dublin) SPAIN (Madrid, Jaén)
II. CLIL Courses	
<i>CLIL: Content and Language Integrated Learning</i>	IRELAND (Dublin)
<i>The CLIL Club: Content and Language Integrated Learning</i>	SPAIN (Madrid, Jaén)
III. ENGLISH LANGUAGE Courses for TEACHERS	
<i>ENGLISH for TEACHERS (A2, B1)</i>	IRELAND (Dublin)
<i>ACTIVATE your ENGLISH for Teaching (B1+, B2)</i>	IRELAND (Dublin)
<i>TALKING to PEOPLE (C1, C2): A Language and Culture course for Teachers</i>	IRELAND (Dublin)
IV. ENGLISH LANGUAGE Courses for other school STAFF	
<i>Active English-Intensive for STAFF</i>	IRELAND (Dublin)
V. ICT Courses for TEACHERS	
<i>ICT for TEACHING: A practical course to incorporate Information Technology into Teaching</i>	IRELAND (Dublin) SPAIN (Jaén)
VI. Study of Education Systems in Europe	
<i>COURSE: "Structured Educational Visit to Schools & Training Seminars" for Teachers and other School Staff</i>	FINLAND · ICELAND SWEDEN · SPAIN IRELAND · NORWAY PORTUGAL · ITALY
VII. ENGLISH and METHODOLOGY Courses	
<i>ENGLISH and METHODOLOGY: A 21st Century Approach for English Teachers</i>	SPAIN (Jaén)
VIII. LANGUAGE and CULTURE	
<i>ENGLISH & CULTURE: Methodology of Culture for teachers of English</i>	IRELAND (Dublin)
<i>SPANISH Language and CULTURE / Lengua y Cultura Española</i>	SPAIN (Jaén)

Should you find a course that meet your needs, please refer to section **ANNEX I** for an extended description of the each course. Also you can find further information about the methodology, objectives and reference programme of each course in our website www.englishmatters.org. For registration online or for any updates about English Matters' Erasmus+ courses please check www.englishmatters.org. You can also email us at english@englishmatters.eu

II. HOW TO APPLY: A GUIDE TO HELP YOU TO COMPLETE THE ERASMUS+(KA1) APPLICATION FORM

II.1. REGISTRATION

To submit an application, you will need an Organisation ID. Organisations that have already participated in an Erasmus+ or European Solidarity Corps action managed by a National Agency and have a Participant Identification Code (PIC) have been assigned an Organisation ID automatically.

If this is your organisation's first time applying through a National Agency, you have to register your Organisation first and obtain an Organisation ID.

<https://webgate.ec.europa.eu/erasmus-esc/organisation-registration>

II.2. THE APPLICATION FORM

To get the application form you should go to your National Agency's website and download the Erasmus+ KA1 application form, once it is available. Then you will have to fill in the application, validate and submit it online. If appropriate, it might be advisable to check with your National Agency for special submission requirements. Email or phone them if in difficulties.

To use the Distance Calculator to calculate travel costs for your project, please follow this link:

http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

II.3. EVALUATION CRITERIA

It is most important to think on and be familiar with the evaluation criteria that your National Agency will use to assess your application. These criteria should guide you to get right to the point at every stage in the description of your mobility project, in order to write an efficient application. Please check Erasmus+ Programme Guide 2021

II.4. FILLING IN THE APPLICATION FORM: A GUIDE TO HELP YOU TO COMPLETE EVERY SECTION OF YOUR KA1 APPLICATION FORM

Schools and other organisations active in school education can apply for funding in two ways:

- **Short-term projects for mobility of pupils and staff** provide applicant organisations with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations trying Erasmus+ for the first time, or for those that wish to organise only a limited number of activities.
- **Accredited projects for mobility of pupils and staff** are open only to organisations holding an Erasmus accreditation in the field of school education. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan. Erasmus accreditations are open to all organisations that want to organise mobility activities on a regular basis. Previous experience in the Programme is not required to apply. To find out more about this opportunity, please read the chapter of this guide on Erasmus accreditation in the fields of adult education, vocational education and training, and school education.

II.4.1 FILLING IN THE APPLICATION FORM 2021 call: Short-term projects for mobility of learners and staff in school education FormId KA122-SCH

A. General Information

It presents a list of the main sections of the application form.

B. Context

When you open the application form you will see that this section ask you for general information about your project proposal and about the National Agency that will receive, assess and decide on selection of your proposal as follows:

B.1. Project Identification

☺ **Project Title:** A catchy title, synthesis of your aims and goals, or a clear statement of your staff's predicted acquired competences and the impact of this in your institution will provide a clear and sound identity to your project (e.g. *A development of communicative competences in a European cultural setting; Learning Language through Culture; An Inquiry-based Approach to CLIL*, etc.)

☺ **Project Start Date:** between 1 September and 31 December of the same year

☺ **Project Total Duration (Months):** from 6 to 18 months

☺ **Project End Date:** This should be no longer than 18 months and after all activities have taken place.

B.2. National Agency of the Applicant Organisation

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

B.2. Data Protection Notice

Applicants are required to read the data protection notice in advance of signing the Declaration of Honour.

C. Participating Organisation(s)

C.1. Applicant Organisation Details

When you enter your Organisation's ID number the form should automatically fill in your organisation's data. If this does not happen as expected or there are any changes to the information originally provided during your OID registration process you should log back onto the Participant Portal and update your information accordingly. If in difficulty contact your National Agency.

You should check that this information is accurate and in case there is any error, correct and update your organisation's data in the Participant Portal.

C.2 Hosting Organisation Details

The hosting partner organisations are organisations who will host the participants in your activities or will assist you with organizing the hosting. To edit the details of a hosting partner organisation use the options button on the right side of the table or click on the organisation's name. You will be able to use an Organisation ID, or to provide the needed information manually.

English Matters is a training/course provider and our **Organisation ID is E10206758**

C.2.1 How did you choose your project partners? What experiences and competences will they bring in the project?

When you find a partner, you should specify how you found it and highlight their expertise, knowledge and experience which they will bring to your project. Please also outline how this project links to the needs and objectives of your partners.

C.2.2 Information about English Matters

Who we are

English Matters has been providing quality Continuous Professional Development (CPD) for in-service teachers and other educational staff since 1999. Our programmes are a fine example of European co-operation where innovative and effective methodologies are actively supported. English Matters' programmes help European schools and institutes to effectively develop key competences by means of quality training strategies such as CLIL, Cooperative Learning, ICT for Teaching, Inquiry-based Learning, Project-based Learning, TEFL, ESL, English through Culture, Innovated Methodologies, etc., in several European countries; and course "Structured Educational Visits to Schools and Training Seminars" in Europe (Finland, Iceland, Spain, Sweden, Norway, etc.) which allow participants in their mobilities to get to know relevant aspects of Education in Europe and exchange examples of good practice.

English Matters introduces a European Dimension in its activities and encourages international networking and the constitution of learning partnerships. This facilitates the exchange of professional expertise, either at school or institute level, or on a personal basis.

English Matters has a long-lasting experience in the design, implementation and promotion of programmes in the field of Education in Europe. Our standards, values and experience helps to tailor-made our training by matching persons, objectives, content and activities to suit participants' needs and expectations and providing inspirational learning experiences. Our Training Team is composed of experienced professionals (teacher trainers, course tutors, specialist speakers, university professors and lecturers, etc. The Executive Committee of English Matters is based in Spain and works with Universities and training bodies in Ireland, England and various European countries.

Activities and experience of English Matters

English Matters has a long-lasting experience in the design, implementation and promotion of training programmes for European institutions in the field of education. That is why the English Matters' programmes and activities help European institutions to effectively develop key competences by means of the following training strategies:

1. English Matters' courses (English language, ICT, CLIL, Innovative Methodologies): They help participants to effectively develop and improve their skills and competencies in key areas such as competence in English as a foreign language for European and international communication in a variety of contexts (e.g. development of oral and written skills for formal and informal communication and interactions with members of other schools in Europe, institutional presentations to disseminate best practices of your own institution in Europe, etc.); learning to learn, cognitive and critical thinking competencies (e.g. inquiry-based approach, situational analysis, case studies, global thinking, etc.); digital competence for teaching and learning (e.g. exploiting and creating ICT resources for teaching and learning; work with free educational and easy-access software to develop basic techniques such as image and sound editing, digital storytelling creation, etc.; use of a wide range of tools such as Photostory, Mystery Skype, Instagrok, Podcasting, Movie Making, Web 2.0, Social Networking, Blogging, ePortfolio, Flipsnack, etc., to support and enhance key competences in foreign language, mathematics, science, etc.; and use and creation of digital teaching resources, etc.); social, cultural and collaborative competencies (e.g. interpersonal interaction, group facilitation, problem solving, teamwork,

etc.); competences for planning and evaluation (identification of key situations, goal setting and action planning, assesment and evaluation, etc.).

2. English Matters' courses titled "Structured Educational Visits to Schools & Training Seminars" will help participants to effectively develop professional key competences by allowing them to get to know and discover on site European educational institutions in a variety of sectors (primary, secondary, vocational, adult lifelong learning schools, etc.), and with specific educational concepts and examples of good practice related to lifelong learning key competences: communication in English as a foreign language, digital, social, cultural, mathematical, scientific and technological, learning to learn and sense of initiative. This will help participants to find out, discuss and reflect about similarities and differences and compare own practices with those of the educational institutions visited.

English Matters' Key Staff/persons involved in the training

Our Training Team is composed of experienced training professionals (experience teacher trainers and course tutors, specialist speakers, university professors and lecturers, etc.), who will provide a quality training to participants. The standards, values, and experience of our training teams, by working with European participants e institutions, will tailor-made their training as far as possible by matching persons, objectives, content and activities to suit their needs and expectations and delivering inspirational learning experiences.

D. Background and Experience of your own organisation.

Here you might present briefly not only your organisation but also mention its capacity to manage the project effectively and efficiently. You should fill in several boxes:

D.1. Please briefly present your organisation.

Describe your institution briefly but accurately: specific characteristics such as level of education, number of staff and students, geographical location, socio-cultural environment, etc.; number and level of students studying English as a foreign language; proportion of pupils with special educational needs, etc.

D.2. What are the activities and experience of your organisation in the areas relevant for this application?

You should describe everything your institution has been or is engaged with in relation to the main themes of your application. For example, you might mention that your students are being taught part of their curriculum through the means of English as a foreign language (CLIL) and that your staff are very interested in getting deeper insights of this approach; that your school is engaged in work teams dealing with the cultural and intercultural aspects of learning English as a foreign language; that your staff have great interest in visiting schools in European in order to observe and analyse examples of good practice, etc.

D.3. Please give information on the key staff/persons involved in this application and on the competences and previous experience that they will bring to the project.

Although is not essential to present the definite staff who will participate in your mobility project, it is most advisable to describe their profile as close to reality as you can. That is why you should identify and describe the persons participating in your mobility project as accurately as possible by giving notice of their experience and knowledge from the professional and technical as well as organizational aspects. For example, within this cohort of teachers and staff you might give the number and level of those engaged in acquiring a B1, B2, C1 level according to the CEFR in order to teach part of their subject

through the means of English in the near future, of those interested in refreshing their teaching skills in English, history, geography, etc., by incorporating ICT tools in their teaching, etc. Also, you might describe how the persons participating in the mobility have been selected and in which tasks they will be engaged to in order to manage your institution's European Development Plan.

D.4. Past participation.

You might include any comments or add any information to the summary of your organisation's previous participation in any European Union programme

E. Project objectives: Why do you want to carry out this project? What are its objectives?

Please consider that you should clearly specify the reason and objectives planned for the realization of your project.

In essence your project can be considered a learning process of your whole institution (teachers, other staff, students, their parents, etc.). The persons in your institution should be offered opportunities to grow personally and professionally as a consequence of participating in your Erasmus+ KA1 project. Preparing, implementing, and evaluating your European mobility project, and disseminating its outcomes should produce greater professional knowledge of your institution and personnel and greater development of key competences in your students. You might decide what you want to know, consider what curricular and cross-curricular opportunities will your project bring to your institution, why you are doing it, what you want from it, and consider possible end products; what you want to have in your hands when you finish and what will be the impact of your project ...

You might state, concisely and engagingly the basic reasons and goals for undertaking your project. You need to give your evaluators confidence that you know what it will take to complete your project successfully. You should explain clearly why it is important and what you do hope to accomplish/learn as a result of implementing your project. You should avoid unnecessarily long descriptions.

As a possible procedure, you might write a first sentence as a summary of your whole project proposal, stating its overall objective (this is a very important statement because it might get your evaluators a positive view of your project). Then include a sentence that states why your project is important and which may also introduce your specific aims (you might state specific objectives). Then you might describe the nature of your project's outcomes related to the specific objectives, what will be done with your project's outcomes and how they should contribute to meeting your institution's needs and to improving your school's teaching practices.

E.1. What are the organisation's needs in terms of quality development and internationalisation? Please identify the main areas for improvement (for example management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, the organisation of teaching and learning).

You should describe clearly aspects which need to be developed or are missing in everyday practice in your school. Also you should describe the innovative elements that teachers and staff in your school need to explore and learn in order to improve their practice in order to meet the new demands of teaching today. For example, you might show: (1) that there is a clear match between your staff's training needs and the English Matters' training programme you have selected; and (2) how your

institution intends to incorporate the results of your staff's participation in the English Matters' training programme (learning, insights, strategies, materials, etc.) in everyday teaching and in your school.

Note: we have developed this section by establishing a connection between questions and answers, in order to help you to show the links between your school's needs and the integration of the competences and experiences acquired by your staff into your school's strategic development in the future. Please use it at your leisure. You could break down your answers as shown below:

(i) management competences

The management team of your institution (Head teacher, Principal, Deputy Principal, etc.) might consider training needs to acquire or improve competences for Educational Leadership (e.g. getting a bigger picture perspective through course titled "Structured Educational Visits to Schools & Training Seminars" which give you the opportunity to observe experiences and inquiry-based approaches of good teaching at European and international level. This might include knowledge and skills in decision making and problem solving, capacity building as well as interpersonal and team skills).

(ii) staff competences

It is considered that ability to communicate and facilitate learning forms the foundation of good teaching. Experts consider that there is a direct link between a teacher's professional competence and students' performance and achievement. Therefore, teachers in your institution might need to develop competencies related to the following areas: 1. Communication skills in English for teaching and for accessing other sources of professional knowledge (speaking, writing, reading, listening, cultural and intercultural understanding, etc.). 2. Content knowledge (key concepts, principles, procedures, etc.). 3. Organizational and pedagogic development in European countries (teaching and learning strategies; pedagogical use of ICT, emotional strategies with students such as building self-esteem and confidence; classroom management; identification, use and creation of resources; problem solving; attention to diversity; collaborative learning; reflection and self-awareness, etc.). 4. Assessment and Evaluation (formative, summative, effective feedback, peer assessment, self-assessment, etc.).

(iii) new teaching methods or tools

Teachers in your institution might need to identify more modern teaching approaches available for use in schools today in order to provide successful learning experiences beyond the traditional 'chalk and talk' way of teaching, which is considered less effective nowadays. The school of the 21st Century should provide environments and experiences which allow students to build up their knowledge in interaction with peers and teachers of different backgrounds and different geographical locations. Your school's staff might need to renew and develop their teaching related to key competences (e.g. foreign languages, cultural appreciation, learning to learn, entrepreneurship, social and civic skills, ICT, etc.), task based approaches, evidence-based teaching, dialogic teaching, etc. Global networking and new technologies can also facilitate learning appropriate to a fast-changing world.

(iv) European dimension

Your institution should introduce/develop/improve a 'European Dimension' through the European added value of the training of teachers and staff. In order to enhance an international dimension of your educational institution, the aims, methodology, activities, outcomes, etc. of your selection of training activities should apply to the European context as a whole. Some aspects related to the European Dimension you might need to incorporate to your international development might be the following: links you will establish with other European teachers/schools and the exchange of examples of good teaching; the experience gained in an intercultural e international context in order to implement future partnerships; the connection with a community of educators from a variety of European countries which will continue and expand the dynamics developed by the training programme, etc.

(v) language competences

Teaching today demands the enhancement of communicative skills in real situations as well as making learning relevant and meaningful by embedding it in a range of cultural contexts. The EU strategy aims to ensure that European citizens acquire the necessary skills for employability, mobility and growth. Languages are of crucial importance to increase levels of employability and mobility of young people. Teachers and staff in your organisation might need to help students to develop their communicative skills (listening, speaking and oral interaction, reading, and writing), according to the Common European Framework of Reference (CEFR), as well as to acquire other competences such as intercultural awareness and understanding. Our cultural system shapes and it is shaped by our context and environment and that is why teachers and staff themselves might need also to explore and learn language through immersion in everyday cultural life; or to learn about the use of talk in teaching language, etc., to overcome poor language skills as a major obstacle to access knowledge in a knowledge society and to free mobility across Europe and the international world.

(vi) curriculum

The curriculum of an educational organization refers to the complexity of factors which contribute to the teaching. The curriculum should address questions such as what students should learn and be able to do, when, why, how, and how well. A curriculum embodies at least four different kinds of decisions about (1) the objectives or goals of the programme, (2) the content of the programme, (3) the method of instruction, and (4) how the programme is evaluated.

Curriculum development is a process of improving the curriculum. Given the complexity of today's ever-changing world, your school might need to develop and implement a process model of curriculum by focusing on learners' needs and interests ('learner-centred' curriculum) or on task-based approaches.

For example, your school might need to introduce the study of both everyday cultural life and high culture into its curricular documents. This means that teachers and staff might need to explore how to use the everyday cultural living of the ordinary citizen in European countries as well as the high culture in the implementation of their institution's curriculum. Your teachers and staff also might need to engage themselves in the creation or adaptation of contextualized authentic materials selected from a rich and authentic European cultural setting.

(vii) the organization of teaching and learning

Your school might need to cater for a better day-to-day organization of the teaching and learning experiences in a variety of ways. Effective classroom management and organization should include provisions for individuals, small and whole class groupings, according to different goals and objectives. Organization and management strategies must relate to values, aims, requirements and curriculum plans as a whole and also to practical circumstances. The 'nuts and bolts' of classroom organization could include some of the following: (1) the creation of the classroom environment and pedagogical atmosphere, (2) the use of resources to support learning activities, (3) the management of time, tasks and activities, (4) the social interactions and groupings, (5) the attention to a diverse range of learning needs, (6) the assessment procedures; etc.

E.2. Please outline the organisation's plans for European mobility and cooperation activities and explain how these activities will contribute to meeting the identified needs.

Remember that you should make your needs to match your choice of training activities and that is why you might follow the same breakdown proposed in the previous section:

(i) management competences

English Matters' training programme might help the management team of your school in a two-way fashion: on the one side our course titled "Structured Educational Visits to Schools and Training Seminars" will allow you to observe on site examples of good practice in the management of a variety of schools in various European countries. On the other hand, other of our courses can help you improve

your skills and competencies in key areas such as communication in English in European contexts (e.g. development of oral and written skills for formal and informal interactions with members of other schools in Europe, institutional presentations to disseminate best practices of your own institution in Europe, etc.); cognitive and critical thinking strategies (e.g. situational analysis, case studies, global thinking, etc.); collaborative strategies (e.g. interpersonal interaction, group facilitation, problem solving, teamwork, etc.); planning and evaluation (inquiry-based approach, identification of problematic situations, goal setting and action planning, assesment and evaluation, etc.).

(ii) staff competences

English Matters' training programme might contribute to the quality of your teaching and to the development of staff competences in a number of ways: facilitation of student learning by engaging participant teachers and trainers in authentic cultural learning experiences; encouraging professional development by reflecting critically upon teaching and learning experiences shared at international level; establishing partnerships with colleagues from a number of European countries in order to enhance professional effectiveness which should enable them to participate more effectively in curriculum design and implementation; teamwork for professional enhancement in an extended school community within Europe. Also, English Matters' training programme might help your teaching and training staff to develop professional competencies related to identifying and assessing resources in order to develop teaching and learning materials; to organise and co-ordinate cross-curricular activities by using an inquiry-based learning process in a local community, interacting with community members, and monitoring, assessing and reporting learning outcomes appropriately.

(iii) new teaching methods or tools

English Matters' training programme is based on principles underpinning modern and innovative methodologies. The principle of Engagement with the World, for example, allows participants to deal with real world contexts and analyze different life spheres (cultural, social, economic, etc.) in order to promote understanding and critical thinking. Participants in English Matters' courses visit places and interview local people to enhance the connection of teaching and learning with the real world. Also an appreciative inquiry-based approach promotes the sharing of examples of good practice and teaching situations: participant teachers may learn a new approach, or a new teaching tool, which is engaging, valuable, effective, stimulating and which may have a direct effect on their group of students and their school as an institution (e.g. your school might expand its teaching methodologies such as active engagement of students by using cultural artifacts as stimulus for learning, or using co-operative learning approaches at local and international level).

(iv) European dimension

Your European training programme should have a greater potential value than similar training in your home country. English Matters' training programme has a strong European Dimension focus in terms of subject matter and the profile of participants. Our courses promote the objectives of the Erasmus+ programme by helping you to get in contact with other European teachers in order to open further opportunities for mobility and school partnerships. The European added value of the country and place where the training is carried out will offer you an alternative to training in your home country by being introduced to key aspects of the town, the people and the larger manifestations of the culture of the foreign country through an inspiring environment for your learning. You might add that the European context and the international and intercultural composition of the participating group which is expected to attend the programme, should create more diversity of international and intercultural experiences than similar training courses in your home country. Also, the European Dimension of the training programme might help you to enhance your students' communicative competence by including in your teaching authentic cultural elements related to way of life of the English-speaking country; or carry out intercultural collaborative learning projects to encourage your students to compare their own culture and way of life with the culture of an English-speaking country; or you might be interested in

getting in contact with other teachers in Europe in order to share examples of good practice, to link your students and your school with other schools, and to open the possibility of establishing future partnerships under the new Erasmus+ Program.

(v) language competences

English Matters' courses present a well-structured layout with seven or ten days programme of training activities to develop language competences and cultural awareness. These activities should make it possible to experience a number of key aspects of the culture and language and to acquire professional and linguistic skills which should meet the training needs of teachers and staff in your institution. The course aims to (1) develop your communicative competence in English through the host country's cultural framework by using a variety of adequate methodological approaches and activities, including (2) a choice of workshops and seminars about life, literature, history, geography, art, education, culture and society, in a multicultural European setting, etc., a number of (3) encounters with people, interviews and cultural visits as the content-base for intercultural collaborative projects, and by (4) encouraging participants to incorporate authentic cultural resources in their classroom practice.

(vi) curriculum

We want to enhance the perspective of quality curricula beyond the mere lists of prescribed content. English Matters' training programme contributes to the development of teachers' knowledge, skills and attitudes as decision-makers in the design, management and implementation of quality curriculum-making. In this respect, we will help teachers and staff to develop skills to introduce aspects of both everyday cultural life (culture in small 'c') and high culture (culture in capital 'C') into your school curriculum. This is done by means of study of the everyday living in a local community (e.g. social, economic, ways of life, etc.) as well as the study of the most relevant exponents of national and European culture through art, literature, history, etc. This should encourage participants to design curricular guidelines and educational documentation as well as prepare authentic materials for their teaching in school. All this will bring your teachers opportunities to discuss, compare and contrast varied cultural perspectives which might enrich your school's curriculum.

(vii) the organisation of teaching and learning

Good organisation can enhance teachers' intervention and students' learning. English Matters' training programme encourages participants to reflect on the organisation of the classroom environment. Our inquiry-based approach to learning should draw participant teachers to reflect on (1) how to create an effective learning environment by developing strategies for a positive educational atmosphere; (2) how the creation of authentic resources in English might increase learning opportunities and expand communicative competence in a foreign language; (3) how sharing a common framework of efficient organisation of teaching might improve students' engagement with learning tasks; (4) how grouping strategies in collaborative learning will prepare students for teamwork and creativity; (5) how the attention to a diverse range of learning needs might include for example ethnic and/or underprivileged minorities in the classroom; and (6) how humanistic and authentic approaches to assessment and evaluation lead to effective classroom teaching and learning.

E.3. Please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future.

The competences acquired by teachers and staff should be integrated in your school' strategic development plan. These competences should also enrich the set of pedagogic principles which reflect your school's values and commitments. For example, among your school's pedagogic principles and strategic development plan you could include labels such as "international understanding", "cultural and intercultural awareness", "European cooperation in teaching and learning", "diversity and inclusion for a European citizenship", etc.

Competences acquired and experiences lived by staff participating in English Matters' training programme will contribute to increasing the European Dimension of your school as part of its strategic development plan in the future. Specific sessions are built into the training itinerary to discuss the benefits of European co-operation. This will offer learning opportunities for networking at school and individual level. This networking should help participants to find partners for collaboration in future Erasmus+ actions and plan accordingly. Also, this networking could lead to get your students in contact with other students across Europe, plan students' exchange visits, develop learning projects and curricular or extra-curricular activities, engage in school partnerships through eTwinning by making wide use of ICT to access and disseminate knowledge, etc. All this will open the possibility of extending your institution's mission on an international level.

E.4. What are the most relevant topics addressed by your project?

You should select most relevant topics addressed by your mobility project.. For English Matters's training programme you might choose the following ones: **Teaching and learning of foreign languages; Key Competences; Pedagogy and didactics; creativity and culture; ICT-new technologies-digital competence**, etc.

E.5. Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results?

Your institution should evaluate to what extent your mobility project has been successful. This evaluation should highlight the learning outcomes of all involved. Your evaluation plan might follow a series of steps (preparation – implementation – interpretation) while the outcomes of your mobility project might be short-term and long-term. You should also decide on what questions your evaluation plan will try to answer. In general, your plan might present four main categories of evaluation questions: (1) Planning and implementation: How well was the program planned out, and how well was the plan put into practice? Who participated? Was there diversity among participants? Were the selection criteria fair and efficient? (2) Assessing attainment of objectives: How well has your mobility project met its stated objectives? How many people participated? How many hours were participants involved? (3) Impact on participants: How much and what kind of a difference has the program or initiative made for its targets of change? How has staff's performance changed as a result of participation in the training program? Are participants satisfied with the experience? (4) Impact on the community: How much and what kind of a difference has the program or made on the community as a whole? What resulted from the program? Do the benefits of the program outweigh the costs?

Finally, as evaluation tools you might include some monitoring and feedback system such as surveys, reports that you can share with everyone involved, interviews with participants, experts' opinions, case studies, etc.

F. Activities

Please be extremely precise when filling in the information required below, related to your European mobility. You should show that the activities planned (e.g. courses and training) for the European participation of your teachers and staff are highly relevant both for them as participants as well as for your school/organisation as a whole, including your students. The planned activities should have a high impact on the quality of teaching and learning in your organisation or institution and that is why they should be well integrated into your strategic development. In general terms, your European Development Plan should present the strategic vision of your organisation for European activities.

F.1. Please outline chronologically the main activities you plan to organise. If relevant, please describe the role of each project partner in the activities.

In addition to a chronological summary of main activities you wish to carry out in your project, this section should answer the question: What is the role of each partner in the activities?

English Matters' role, as your training/course provider, will be of implementing a wide range of activities to suit your staff's professional development needs.

You might choose all or some of the following activities from the English Matters' Training Programme for your staff's professional development:

>> COURSES in Ireland, England, Spain, Finland, Sweden, Iceland, Norway, Portugal and Italy.

I. Innovative Methodologies for Teaching and Learning in IRELAND - SPAIN.

1. *INNOVATIVE Methodologies for Teaching and Learning.*

Duration (days): 10 and 7 training days.

Destination: Dublin (IRELAND), Madrid (Spain) or Jaén (Spain)

II. CLIL courses, in IRELAND – SPAIN

1. *CLIL: Content and Language Integrated Learning*

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND.

3. *The CLIL CLUB: Content and Language Integrated Learning*

Duration (days): 7 training days.

Destination: Madrid or Jaén. SPAIN

III. ENGLISH LANGUAGE for TEACHERS and STAFF (levels A2,B1 / B1+,B2/ C1,C2), in IRELAND

1. *ENGLISH FOR TEACHERS (A2, B1)*

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

2. *ACTIVATE your ENGLISH for Teaching (B1+, B2)*

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

3. *TALKING TO PEOPLE (C1, C2): A Language and Culture course for Teachers*

Duration (days): 10 and 7 training days.

Destination: Dublin (IRELAND).

4. *Erasmus+ Active English-Intensive for Staff*

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

IV. ENGLISH and METHODOLOGY, in SPAIN

1. *ENGLISH AND METHODOLOGY: A 21st Century Approach for English Teachers*

Duration (days): 7 training days.

Destination: Jaén, SPAIN

V. ICT FOR TEACHING, in IRELAND – SPAIN

1. *ICT FOR TEACHING: A practical course to incorporate Information Technology into Teaching in Ireland*

Duration (days): 7 training days.

Destination: Madrid or Jaén, SPAIN

2. **ICT FOR TEACHING: A practical course to incorporate Information Technology into Teaching in Ireland**

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

VI. Course: "Structured Educational Visit to Schools & Training Seminars for Teachers and other School Staff"

This course efficiently combines pedagogic encounters with schools, seminars, workshops, and field projects "Contexts4Content" to places of natural, historical, and cultural significance. This will provide pedagogic insight for participants and ideas for development of teaching resources for their students. All these elements will help you better understand the education, the culture, the extreme natural environment, and the wonderful people of this amazing country of ice and fire on the outskirts of Europe.. (Note: this training strategy should be included as Course in your application to Erasmus+ KA1):

1. Course: "**Structured Educational Visit to Schools & Training Seminars in FINLAND**"

Duration: 7 training days.

Destination: Helsinki (Finland)

2. Course: "**Structured Educational Visit to Schools & Training Seminars in ICELAND**"

Duration: 7 training days.

Destination: Reykjavik (Iceland)

3. Course: "**Structured Educational Visit to Schools & Training Seminars in SWEDEN**"

Duration: 7 training days.

Destination: Stockholm (Sweden)

4. Course: "**Structured Educational Visit to Schools & Training Seminars in NORWAY**"

Duration: 7 training days.

Destination: Oslo (Norway)

5. Course: "**Structured Educational Visit to Schools & Training Seminars in SPAIN**"

Duration (days): 7 training days.

Destination: Madrid or Málaga (Spain)

6. Course: "**Structured Educational Visit to Schools & Training Seminars in IRELAND**"

Duration (days): 7 training days.

Destination: Dublin (Ireland)

7. Course: "**Structured Educational Visit to Schools & Training Seminars in PORTUGAL**"

Duration: 7 training days.

Destination: Lisbon (Portugal)

8. Course: "**Structured Educational Visit to Schools & Training Seminars in ITALY**"

Duration: 7 training days.

Destination: Rome (Italy)

F.2. Activities' Details

F.2.2. Please enter the different mobility activities you intend to implement in your project.

It is very important that you list here every activity you plan to do. Notice that activities which are not listed in the application form cannot be funded. If a new activity is added at a later stage, your National Agency will not be able to increase funding to cover them.

It is very important for you to distinguish between the three types of activity that you can select. Your choice will influence the budget that Erasmus+ will allocate to your project. That is to say, the "**Courses and Training**" should receive €80.00/day (Max. €800.00) for course fee, as well as money for travel, accommodation and meals, plus 100 Euros for organizational expenses and mobility support. However,

both the activities "**Teaching assignments abroad**" and "**Job Shadowing**" **will not** receive the amount of €80.00/day (Max. €800.00) for training.

In this respect, you should select the "**Courses and Training**" option to participate in English Matters' courses in Ireland, Spain, Finland, Iceland, Sweden, Norway, Portugal and Italy.

Staff will participate in three types of activities: 1) Courses and Training, 2) Job Shadowing, and 3) Teaching assignments abroad. You should choose **Courses and Training** if you are interested in our training programme.

Country of Origin refers to your own country. **Country of Destination** is used to calculate the individual support's rate per person for every proposed flow. The budget section will be filled in automatically, according to the prescribed rates for every country of destination.

Related to **No. of Participants**, please be extremely careful to enter the number of staff who is expected to participate in every activity while keeping into consideration the total number of staff who is expected to participate during the lifetime of your mobility project. If at this stage you are not totally sure of the number of staff who will participate in the different activities of your mobility project, it would be advisable to include the maximum number you envisage, although someone might be hesitant at the moment of filling in your application form.

Different activities and dates should be entered separately.

F.2.3 Courses and training

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

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

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

F.2.4. Description (Courses and training)

In this section you should provide some basic information about your plans for each type of activity. Please briefly describe the content of the activities you plan to organise. You might find useful the detailed information of each course English Matters offers, included in our website www.englishmatters.org

F.2.5. Learning Outcomes: Which competences (i.e. knowledge, skills and attitudes/behaviours) are to be acquired/improved by participants in your project?

You should identify clearly the knowledge, skills, and attitudes/behaviours that participants should acquire/improve by their participations in the activities included in your project. Remember to establish clear links between the identified needs, the activities of your project and the learning outcomes. You should also mention the benefits that you and your colleagues' participation will bring for your students in school.

Participants in English Matters' training programme should expect to acquire new knowledge and improve their professional skills so that they should be able to carry out their teaching in a better, more informed way, for students in school. This should be done as follows: (1) your immersion in every day cultural life will improve your understanding and use of English for effective communication in real contexts; (2) your study of both every day and high cultural manifestations while engaging in cooperative group work, carrying out interviews to local people and participating in seminars and hands-on workshops, will allow you to present your students a comprehensive and updated picture of the way of life of the native speakers of the language; (3) your participation in intercultural collaborative learning projects will help you to adopt inquiry-base project work methodology to encourage your students in school to compare their own culture and way of life with the culture of others European countries and the European culture in general; (4) the creation of contextualized authentic teaching materials that participants will share in a multinational grouping will make a bank of resources that will be very helpful for you to prepare classes for your students and to share with other colleagues in school; (5) your contact with other European teachers participating in the programme will allow you to share examples of good practice, and (6) linking your students and your school with other schools all over Europe, by establishing future partnerships, will provide an enhanced European dimension to your school.

F.2.6. Participant's selection: Please describe the background and needs of the participants involved and how these participants have been or will be selected.

Although at this stage you do not need to specify the names of teachers and staff that intend to participate in your school's mobility project, at least it is most advisable to describe their profile: level of professional development, experience, engagement in innovation processes, etc. It is very important to include the criteria that will be used in the selection processes. Your school selection criteria should be designed to help make the most accurate match between the requirements of the mobility for your institution and the competences of the applicants. Some examples of criteria you might use are: clear goals for the mobility; communication and interpersonal skills, including oral and written skills in English; relevance of the activity planned by an individual staff member to the needs of the school; candidates' willingness to share the experience upon return, candidates' organisational and problem solving skills, candidates' ability to work in a team, etc. Erasmus+ suggests also forming a selection committee which might also include external people and to keep a written record of the selection process in case of possible internal complains. You might mention this as well among the measures to be taken by your mobility project in the selection of prospective candidates.

F.3. Additional information about participants that you might find useful to include in this section.

****Which kind of preparation will be offered to participants (e.g. task-related, intercultural, linguistic, risk-prevention etc.)? Who will provide such preparatory activities?***

In this section you should identify and describe clearly the activities you envisage to carry out in order to help your school's staff to prepare for participation in English Matters' Training Programme, duration of this stage and who will be the persons participating in it:

1. Probably your staff will need to improve their communication skills in English. You might mention your decision of facilitating your staff's communication skills by organising language lessons in school, or attending lessons in a local language school, during the period of time between your application date

and the starting date of the course, or using the language training facilities that the Erasmus+ programme will make available to participants in mobility projects.

2. During the period of time between your application date and the starting date of the course, you will organize meetings and discussion sessions with participants about prospective benefits the training would provide to your students, your teachers and other staff, and your school in general.

3. As soon as your participation in English Matters' professional development plan is consolidated, your staff will study the training materials that will be proposed by the English Matters Training Team, browse relevant information; carry out research on the themes related to the training programme; read other materials of interest, etc. Also, participants will prepare for a "Professional Autobiography" activity which will help them to reflect on their professional trajectory and on their professional development needs as well as how their expected learning outcomes will benefit their students and your own school as a learning organization.

4. When awarded your mobility application, you will prepare for the following activities and tasks: (a) "Sharing Teaching Resources": English Matters's Training Programme offers the opportunity to share teaching experience with colleagues from other European countries. That is why participants are asked to prepare and bring with them resources they use in teaching their favorite topic: texts, tasks, activities, materials, etc. This will give participating teachers a forum to talk about best practice. (b) "Interested in European Networking?" One important feature of English Matters' Training Programme is that it provides an opportunity for participants to find partners for individual or institutional links or for participation in bi-lateral or multi-lateral learning partnerships and projects. Provisions are made to allow participants to share their ideas and information about partnerships, projects or methodological innovations they might like to be involved in within a European dimension. Also, participants who have already had experience of links and exchanges or of participation in school partnerships or other similar projects are most welcome if they decide to make their experience available to others.

5. Your teachers and staff might also prepare for the English Matters' intercultural activities programme: eg. (a) "A Taste of European Food": participants will prepare for getting together and celebrate the richness of their different cultures with recipes, information about habits at meals and celebrations, small samples of typical food, etc. in order to present an international buffet which should provide opportunities for intercultural exchange and give participants the chance to meet and make new friends from the beginning of the training programme. (b) "My town, my region, my country": there will be opportunities in the programme, as part of the intercultural activities, for participants to present relevant aspects of their town and country to enhance the variety and richness of Europe cultural heritage.

***How will the participants be monitored during their training placement? Who will monitor their work programme and progress?**

Your institution and English Matters will cooperate in a number of aspects for the benefit of staff's learning outcomes. In this respect, English Matters will assist and assess participants' work programme prior to activities' commencement, will monitor and assess their participation during the training, and will follow-up participants' dissemination of learning outcomes after training. Assessment will be carried out prior to the course by means of analysis of participants' interests. During the course, oral and written reports will be completed to enhance participants' learning and professional development. Also, reflective journaling during the programme implementation will help participants to evaluate their learning experiences. After every training activity, a detailed evaluation report by participants will provide feedback to both partner organizations. Also, prospective partnerships with other schools might develop from the issues raised by the training programme.

Your institution will cooperate with English Matters by implementing activities and providing feedback about them during the preparation stage as well as implementing dissemination and follow up activities after the training.

Who will monitor the work program and progress?

Parallel to the implementation of training activities, progress surveys will provide information to both organizations on the appropriateness of the work program. This information will guide the implementation of future training activities. Monitor of work program and progress will be carried out by English Matters' course tutors and Programme Coordinator.

***How will the practical and logistical matters of the project be addressed (e.g. travel, accommodation, insurance, safety and protection of participants, visa, social security, mentoring and support, preparatory meetings with partners, etc.)?**

You should explain how you will manage the practical aspects of your mobility: what will be done by your organization and by English Matters as your training/course provider, before, during and after training activities are carried out, who will take responsibility in any case... For example, you could indicate that you are planning to organize various working groups in your institution to prepare the participant teachers in relation to the themes of the training, that English conversation sessions will be offered to your staff to develop their communication skills... You should also ensure the safety of your teachers by obtaining suitable insurance which should cover at least the basic traveling contingencies (medical care abroad to illness or accident of any kind, theft, loss or damage to personal effects, medical repatriation emergency, etc.) and to consult information on specific legal aspects of the destination country by reviewing websites corresponding foreign ministry or by email or telephone contact with the embassy of the destination country, etc.

English Matters, as your training/course provider, will contact your institution through electronic means and assist you in preparing the various stages of the process, helping you to select the most appropriate training activities for your staff's profile... English Matters will provide you directions and suggestions on how to prepare your participation in training activities by the development of questionnaires and professional profiles of the participants, as well as information regarding access to places of training, public transport, accommodation and special provisions available for arrivals outside normal schedules, emergency contact numbers, etc.

G. Budget

The Erasmus+ grant is considered a contribution to your project costs. This means that the total amount of your expenses might not be covered by the grant, although the difference might also be small and you, your colleagues and your school might decide to face a reasonable difference between the grant awarded and the real cost of your project. Should your application be awarded, you will receive funding for the following cost headings on a per participant basis: Organisational Support, Individual Support, Travel, Course Fees, and Inclusion Support, Exceptional costs.

You should calculate the budget of your project according to the rates outlined by Erasmus+. Here you should be extremely careful because in case you miscalculate your budget and request less than you are entitled to, you will only receive up to the amount requested in your application form for the simple reason that your National Agency cannot award any funding over the amount requested, so please check your budget thoroughly before submitting your application.

G.1. Organisational Support

Organisational support refers to costs directly linked to the organisation, management and implementation of the mobility activities. Organisation support is calculated on a unit cost basis, per participant, and may be used to cover expenses related to the preparation of participants (pedagogical, intercultural, and other); to the monitoring of and support for participants during their mobility; to the validation of learning outcomes. You can also use this organisational support funds to complete your course/s expenses. The grant for organisational support is calculated based on the number of participants in the project: 100 EUR per participant in staff mobility for courses and training.

G.2. Individual Support

Individual support refers to the day-to-day living costs incurred per participant during the activity. This includes accommodation and food as well as local travel to and from placement in the host country and insurance. Individual support is calculated on a unit cost basis and will be payable according to the country of destination and the duration of the placement. There are maximum allowances per day per participant but you should keep into consideration that individual support rates are set by each National Agency within the range given by the European Commission in the programme guide.

G.3. Travel

Travel is calculated on a unit cost basis according to the travel distance calculated by using the distance calculator supported by the European Commission at http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

G.4. Course Fees

Course fees refer to expenses directly linked to payment of fees for the enrolment in Courses and Training. Course fees are calculated on a unit cost basis, per participant. The maximum unit cost for course fees is €80 per participant per day (up to a maximum of €800 per participant). For courses with fees higher than €800, you might use part of the organisational support grant to compensate the additional cost of the fee. Alternatively, you might try to find local resources to finance the additional cost of the fee of the training activities you consider important for your staff and institution.

Finally, please remember that while **courses** (considered "Courses and Training") are allocated €80/day (max €800.) for training; activities such as "Teaching Abroad" and "Job shadowing" will not be allocated this amount.

G.5. Inclusion Support

Special needs support refers to any expenses directly related to participants with disability or other specific needs so that without extra financial support their participation in the mobility project would not be possible. Your National Agency will assess case-by-case and that is why the individual situation should be described and the particular needs and extra costs attached to it should be detailed in the application form. You should also bear in mind that evaluators can reduce this amount accordingly if the request is too large or a clear justification of the request for funding has not been provided adequately.

G.6. Linguistic Support

Cost of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity. 150 EUR per participant eligible for Online Language Support that cannot receive it due to unavailability of the appropriate language or level, excluding staff in mobility shorter than 31 days. Individual linguistic support is not provided for pupils in group mobility.

H. Quality Standards: Subscribing to Erasmus Quality Standards

Organisations implementing mobility activities must adhere to a common set of Erasmus quality standards.

To apply for a Key Action 1 mobility project, your organisation must subscribe to the quality standards described in the application form and accept to be evaluated based on those standards.

I. Follow-up

Please describe what will happen after the end of your main activities. You should address several key aspects:

I.1. Impact

I.1.1. What is the expected impact on the participants, participating organisation(s) and target groups?

Impact has to do with those who benefit from your participation in the training activity: yourself, your school, your students, your colleagues, other schools and institutions, etc. You should justify why English Matters' programme is the right training programme which will provide possibilities for improvement of yours and your colleagues' knowledge and skills and, possibly, changes in your attitudes, as well as for the target groups mentioned above. You should clearly mention that you, your colleagues, your students and your school will benefit from English Matters' training programme in terms of development of your personal and professional competences (a) by getting an insight into the culture of the host country in order to develop your intercultural awareness; (b) by experiencing an inquiry-based methodology which will be useful for your teaching in a more effective way; (d) by getting into direct contact with local citizens as informants who will provide meaningful cultural and linguistic data which will enhance your appreciation of the culture and the language of a country in Europe; (d) by improving your competency in English through immersion in everyday cultural life in an English-speaking country; and (e) by implementing in your classes the practical ideas learned from the training team and the colleagues participating in the course -this should help you to reflect on your practice and improve your teaching-; (f) by proposing improvements in your school's curriculum, syllabus and teaching approaches, in staff co-ordination and management, in your students' groupings, etc. (g) Also, your students might benefit from the introduction in your classes of first-hand cultural artifacts collected or created during your participation in the courses. These artifacts should increase your students' motivation as they might carry out inquiry-based cultural projects through a task-based methodology incorporated in your teaching: this should also help your students to develop their key competences (i.e. the eight European key competences for citizenship) as European citizens. (h) Finally, you might also mention that your expected learning outcomes, in terms of professional development, might have a further impact on your employment status or in your motivation to follow further education and training which might be conducive to a future Masters or PhD, etc.

To measure this impact, you might carry out action research activities with your students; apply satisfaction surveys and questionnaires; interview students and parents; describe case studies, write anecdotal reports, etc.

I.1.2. What is the desired impact of the project at local, regional, national, European and/or international?

Your participation in English Matters' training programme (a) will have a positive impact on your school community and other institutions –other schools, teachers' centres, teachers' associations, etc.- in your area, in your province, or in your country as they might benefit from the improvement of your communicative and intercultural competences. This might be achieved through you and your staff's participation and/or organization of workshops and seminars, at local, regional, national, European level, about an updated picture of the culture and society of the host country. This might also help the development of an EU citizenship by means of enhancing the perception of professionals and citizens at

different levels about similarities and differences among countries within the European Union-. (b) Your participation in English Matters' programme will also impact your school's European Dimension by means of building future Erasmus+ KA2 partnerships with other European participants in the training programme, in order to enhance the intercultural benefits provided by your participation in the training activities.

1.2. Dissemination of projects' results

1.2.1. Which activities will you carry out in order to share the results of your project outside your organization and partners? What will be the target groups of your dissemination activities?

Dissemination is understood as a planned process of providing information on the quality, relevance and effectiveness of the results of your participation in the training programme to key actors and sectors in your educational community. That is why a very important aspect of your mobility project should be a dissemination plan to share the outcomes of your project after participation in the training activities. This dissemination plan should focus on the results of your school's mobility project, and should inform about the activities which have taken place, the concrete outcomes produced as a consequence of your staff's participation in the training activities. Also, your dissemination plan should clarify how you will raise awareness and share best practice. Finally, you might mention that you have outlined a dissemination plan which will maximize the impact of your learning in English Matters' programme on your own school and your educational community. In this respect you might mention in your plan the following aspects:

A) Several dissemination formats might be used in your dissemination plan: presentations (ppt., Prezi, etc.), production of lessons, innovative teaching materials or manuals, professional articles, booklets and newsletters; blogs, web pages, publication of press releases, radio and TV interventions through local media; delivery of lectures and workshops; etc. You might also use the **English Matters' Partner Finding Forum** and the Teachers' Zone in English Matters' website at www.englishmatters.org

B) Several means might be used as part of your dissemination plan. For example, (1) English Matters' training programme will encourage reflection on dissemination strategies by including specific sessions for participants to plan how they will make available their learning to their institutions and educational communities; (2) you will organize dissemination sessions to share your new knowledge with your colleagues in school. These sessions might discuss a number of themes such as ways of introducing a European Dimension in your curricular activities in your school, or the advantages of implementing an inquiry-based methodology with your students; (3) you might deliver in-service training workshops for other colleagues in your teachers' centre or your teachers' association on updated socio-cultural aspects such as Literature, Film, Creative Writing, Art, etc.; (4) you might write articles for your school's newsletter and for professional publications, etc.; also, (5) the bonds of international co-operation that you might expect to establish with other participants in English Matters' programme will expand the European Dimension of your school by giving opportunities for the sharing and dissemination of professional knowledge and examples of good practices at European level by implementing other European colleagues' practical ideas, or (6) the setting up of international collaborative inquiry-based learning projects with your students in your school and other students in Europe. In this regard you might use the collaborative tools offered by the eTwinning community or other similar European tools for accessing school contacts.

C) Finally, when indicating how and to whom you will address your dissemination strategies and actions you might consider the following: (1) your school board which might be addressed about the implementation of a European Dimension; (2) your colleagues in your school or in your department who might be addressed to reflect on methodological approaches and development of key competences; (3) other teachers in local schools and local or regional teachers' centres who might be the target group of your workshops and seminars about your learning outcomes, etc.

J. Project Summary

You should provide a short and efficient summary of your project. Please note that your project summary may be used by the European Commission, the National Agencies and the Erasmus+ dissemination platform to disseminate good practice of this EU programme. That is why, although you are allowed to fill in your application in your native language, a translation in English must be provided. Also this project summary might be used by evaluators as an introduction to the assessment of your mobility project.

Please note that it is of particular importance to provide an easy-to-read and comprehensive summary of your project. That is why you should write your summary in plain, precise, concise and clear language, and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results, its impact and longer term benefits.

K. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you validate and submit your application online. You should ensure that all documents specified in the section Checklist are submitted electronically with the application. You will be able to attach documents by clicking on the 'Add' button on the right hand side of the box displayed. This will then open up an additional window which will allow you to browse the files on your computer and upload the appropriate document. The maximum size of a file is 15 MB and the maximum total size is 100 MB. The maximum number of all attachments is 10.

Please note as well that the actual name of the file will appear in the grid. That is why it is advisable to check that the file names are clear and related to the content of the document which should be uploaded.

L. Declaration of Honour

The legal representative of the applicant organisation must print the Declaration of Honour, read it carefully, complete the declaration section by hand and sign it. The signed Declaration of Honour then needs to be scanned and attached as an annex before your application form is submitted online.

M. Checklist

Before validating and submitting your application, you should make sure that it fulfils the requirements listed in the checklist proposed by the application form.

N. Submission

Applicants must ensure they have validated all sections of the application before submitting. You should only submit your application only when you are happy with the finalised version. You should also ensure that all sections of the form are valid and all annexes are attached before submitting the form. You must also ensure that you are connected to the Internet when submitting your completed application. What is more, it is most advisable to save the final completed version of the application form on your computer in case of any technical issues might happen (fingers crossed!). Applications must be submitted online by the deadline established by Erasmus+ (**11th May 2020 at 12:00:00 Brussels Time**). If they are submitted after this deadline, and the alternative submission procedure outlined below is not completed in time, the application form will be made ineligible.

Important Note: You should check with your National Agency in case of any change on deadline date for applications Erasmus+KA1 2021 call.

II.4.2 FILLING IN THE APPLICATION FORM 2021 call: Accredited projects for mobility of learners and staff in school education - KA121-SCH

A. General Information

It presents a list of the main sections of the application form.

B. Accreditation

When you open the application form you will see that this section ask you for your OID number to identify your organisation and to retrieve your accreditation code.

B.2. Data Protection Notice

Applicants are required to read the data protection notice in advance.

B.1. Project Identification

Project Title: A catchy title, synthesis of your aims and goals, or a clear statement of your staff's predicted acquired competences and the impact of this in your institution will provide a clear and sound identity to your project (e.g. *A development of communicative competences in a European cultural setting; Learning Language through Culture; An Inquiry-based Approach to CLIL*, etc.)

Grant agreements start date: 1 September 2021

Grant agreement duration (Months): All accredited projects will have an initial duration of 15 months. After 12 months, all beneficiaries will have the possibility to prolong their project to a total duration of 24 months.

Grant agreement end date: The date that corresponds to the duration of the course.

B.2. National Agency of the Applicant Organisation

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

C. Participating Organisation(s)

C.1. Applicant Organisation Details

When you enter your Organisation's ID number the form should automatically fill in your organisation's data. If this does not happen as expected or there are any changes to the information originally provided during your OID registration process you should log back onto the Participant Portal and update your information accordingly. If in difficulty contact your National Agency.

You should check that this information is accurate and in case there is any error, correct and update your organisation's data in the Participant Portal.

D. Erasmus Plan

Please be extremely precise when filling in the information required below, related to your European mobility. You should show that the activities planned (e.g. courses and training) for the European participation of your teachers and staff are highly relevant both for them as participants as well as for your school/organisation as a whole, including your students. The planned activities should have a high impact on the quality of teaching and learning in your organisation or institution and that is why they should be well integrated into your strategic development. In general terms, your European Development Plan should present the strategic vision of your organisation for European activities.

D.1. Project objectives: Why do you want to carry out this project? What are its objectives?

In this section you should include the list of your Erasmus Plan objectives and your estimated yearly activity targets. Please consider these objectives carefully when requesting your activities in the next section. Above all, you should make sure that the activities you request can contribute to achieving your Erasmus Plan objectives - this will be one of the key measures for evaluating your activities once they are finished.

Please consider that you should clearly specify the reason and objectives planned for the realization of your project.

In essence your project can be considered a learning process of your whole institution (teachers, other staff, students, their parents, etc.). The persons in your institution should be offered opportunities to grow personally and professionally as a consequence of participating in your Erasmus+ KA1 project. Preparing, implementing, and evaluating your European mobility project, and disseminating its outcomes should produce greater professional knowledge of your institution and personnel and greater development of key competences in your students. You might decide what you want to know, consider what curricular and cross-curricular opportunities will your project bring to your institution, why you are doing it, what you want from it, and consider possible end products; what you want to have in your hands when you finish and what will be the impact of your project ...

You might state, concisely and engagingly the basic reasons and goals for undertaking your project. You need to give your evaluators confidence that you know what it will take to complete your project successfully. You should explain clearly why it is important and what you do hope to accomplish/learn as a result of implementing your project. You should avoid unnecessarily long descriptions.

As a possible procedure, you might write a first sentence as a summary of your whole project proposal, stating its overall objective (this is a very important statement because it might get your evaluators a positive view of your project). Then include a sentence that states why your project is important and which may also introduce your specific aims (you might state specific objectives). Then you might describe the nature of your project's outcomes related to the specific objectives, what will be done with your project's outcomes and how they should contribute to meeting your institution's needs and to improving your school's teaching practices.

D.1.1. What are the organisation's needs in terms of quality development and internationalisation? Please identify the main areas for improvement (for example management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, the organisation of teaching and learning).

You should describe clearly aspects which need to be developed or are missing in everyday practice in your school. Also you should describe the innovative elements that teachers and staff in your school need to explore and learn in order to improve their practice in order to meet the new demands of teaching today. For example, you might show: (1) that there is a clear match between your staff's training needs and the English Matters' training programme you have selected; and (2) how your institution intends to incorporate the results of your staff's participation in the English Matters' training programme (learning, insights, strategies, materials, etc.) in everyday teaching and in your school.

Note: we have developed this section by establishing a connection between questions and answers, in order to help you to show the links between your school's needs and the integration of the

competences and experiences acquired by your staff into your school's strategic development in the future. Please use it at your leisure. You could break down your answers as shown below:

(i) management competences

The management team of your institution (Head teacher, Principal, Deputy Principal, etc.) might consider training needs to acquire or improve competences for Educational Leadership (e.g. getting a bigger picture perspective through course titled "Structured Educational Visits to Schools & Training Seminars" which give you the opportunity to observe experiences and inquiry-based approaches of good teaching at European and international level. This might include knowledge and skills in decision making and problem solving, capacity building as well as interpersonal and team skills).

(ii) staff competences

It is considered that ability to communicate and facilitate learning forms the foundation of good teaching. Experts consider that there is a direct link between a teacher's professional competence and students' performance and achievement. Therefore teachers in your institution might need to develop competencies related to the following areas: 1. Communication skills in English for teaching and for accessing other sources of professional knowledge (speaking, writing, reading, listening, cultural and intercultural understanding, etc.). 2. Content knowledge (key concepts, principles, procedures, etc.). 3. Organizational and pedagogic development in European countries (teaching and learning strategies; pedagogical use of ICT, emotional strategies with students such as building self-esteem and confidence; classroom management; identification, use and creation of resources; problem solving; attention to diversity; collaborative learning; reflection and self-awareness, etc.). 4. Assessment and Evaluation (formative, summative, effective feedback, peer assessment, self-assessment, etc.).

(iii) new teaching methods or tools

Teachers in your institution might need to identify more modern teaching approaches available for use in schools today in order to provide successful learning experiences beyond the traditional 'chalk and talk' way of teaching, which is considered less effective nowadays. The school of the 21st Century should provide environments and experiences which allow students to build up their knowledge in interaction with peers and teachers of different backgrounds and different geographical locations. Your school's staff might need to renew and develop their teaching related to key competences (e.g. foreign languages, cultural appreciation, learning to learn, entrepreneurship, social and civic skills, ICT, etc.), task based approaches, evidence-based teaching, dialogic teaching, etc. Global networking and new technologies can also facilitate learning appropriate to a fast changing world.

(iv) European dimension

Your institution should introduce/develop/improve a 'European Dimension' through the European added value of the training of teachers and staff. In order to enhance an international dimension of your educational institution, the aims, methodology, activities, outcomes, etc. of your selection of training activities should apply to the European context as a whole. Some aspects related to the European Dimension you might need to incorporate to your international development might be the following: links you will establish with other European teachers/schools and the exchange of examples of good teaching; the experience gained in an intercultural e international context in order to implement future partnerships; the connection with a community of educators from a variety of European countries which will continue and expand the dynamics developed by the training programme, etc.

(v) language competences

Teaching today demands the enhancement of communicative skills in real situations as well as making learning relevant and meaningful by embedding it in a range of cultural contexts. The EU strategy aims to ensure that European citizens acquire the necessary skills for employability, mobility and growth. Languages are of crucial importance to increase levels of employability and mobility of

young people. Teachers and staff in your organisation might need to help students to develop their communicative skills (listening, speaking and oral interaction, reading, and writing), according to the Common European Framework of Reference (CEFR), as well as to acquire other competences such as intercultural awareness and understanding. Our cultural system shapes and it is shaped by our context and environment and that is why teachers and staff themselves might need also to explore and learn language through immersion in everyday cultural life; or to learn about the use of talk in teaching language, etc., to overcome poor language skills as a major obstacle to access knowledge in a knowledge society and to free mobility across Europe and the international world.

(vi) curriculum

The curriculum of an educational organization refers to the complexity of factors which contribute to the teaching. The curriculum should address questions such as what students should learn and be able to do, when, why, how, and how well. A curriculum embodies at least four different kinds of decisions about (1) the objectives or goals of the programme, (2) the content of the programme, (3) the method of instruction, and (4) how the programme is evaluated.

Curriculum development is a process of improving the curriculum. Given the complexity of today's ever-changing world, your school might need to develop and implement a process model of curriculum by focusing on learners' needs and interests ('learner-centred' curriculum) or on task-based approaches.

For example, your school might need to introduce the study of both everyday cultural life and high culture into its curricular documents. This means that teachers and staff might need to explore how to use the everyday cultural living of the ordinary citizen in European countries as well as the high culture in the implementation of their institution's curriculum. Your teachers and staff also might need to engage themselves in the creation or adaptation of contextualized authentic materials selected from a rich and authentic European cultural setting.

(vii) the organization of teaching and learning

Your school might need to cater for a better day-to-day organization of the teaching and learning experiences in a variety of ways. Effective classroom management and organization should include provisions for individuals, small and whole class groupings, according to different goals and objectives. Organization and management strategies must relate to values, aims, requirements and curriculum plans as a whole and also to practical circumstances. The 'nuts and bolts' of classroom organization could include some of the following: (1) the creation of the classroom environment and pedagogical atmosphere, (2) the use of resources to support learning activities, (3) the management of time, tasks and activities, (4) the social interactions and groupings, (5) the attention to a diverse range of learning needs, (6) the assessment procedures; etc.

D.1.2. Please outline the organisation's plans for European mobility and cooperation activities and explain how these activities will contribute to meeting the identified needs.

Remember that you should make your needs to match your choice of training activities and that is why you might follow the same breakdown proposed in the previous section:

(i) management competences

English Matters' training programme might help the management team of your school in a two-way fashion: on the one side our course called "Structured Educational Visits to Schools/Institutes" will allow you to observe on site examples of good practice in the management of a variety of schools in various European countries. On the other hand, other of our courses can help you improve your skills and competencies in key areas such as communication in English in European contexts (e.g. development of oral and written skills for formal and informal interactions with members of other schools in Europe, institutional presentations to disseminate best practices of your own institution in Europe, etc.); cognitive and critical thinking strategies (e.g. situational analysis, case studies, global thinking, etc.); collaborative strategies (e.g. interpersonal interaction, group facilitation, problem solving,

teamwork, etc.); planning and evaluation (inquiry-based approach, identification of problematic situations, goal setting and action planning, assesment and evaluation, etc.).

(ii) staff competences

English Matters' training programme might contribute to the quality of your teaching and to the development of staff competences in a number of ways: facilitation of student learning by engaging participant teachers and trainers in authentic cultural learning experiences; encouraging professional development by reflecting critically upon teaching and learning experiences shared at international level; establishing partnerships with colleagues from a number of European countries in order to enhance professional effectiveness which should enable them to participate more effectively in curriculum design and implementation; teamwork for professional enhancement in an extended school community within Europe. Also, English Matters' training programme might help your teaching and training staff to develop professional competencies related to identifying and assessing resources in order to develop teaching and learning materials; to organise and co-ordinate cross-curricular activities by using an inquiry-based learning process in a local community, interacting with community members, and monitoring, assessing and reporting learning outcomes appropriately.

(iii) new teaching methods or tools

English Matters' training programme is based on principles underpinning modern and innovative methodologies. The principle of Engagement with the World, for example, allows participants to deal with real world contexts and analyze different life spheres (cultural, social, economic, etc.) in order to promote understanding and critical thinking. Participants in English Matters' courses visit places and interview local people to enhance the connection of teaching and learning with the real world. Also an appreciative inquiry-based approach promotes the sharing of examples of good practice and teaching situations: participant teachers may learn a new approach, or a new teaching tool, which is engaging, valuable, effective, stimulating and which may have a direct effect on their group of students and their school as an institution (e.g. your school might expand its teaching methodologies such as active engagement of students by using cultural artifacts as stimulus for learning, or using co-operative learning approaches at local and international level).

(iv) European dimension

Your European training programme should have a greater potential value than similar training in your home country. English Matters' training programme has a strong European Dimension focus in terms of subject matter and the profile of participants. Our courses promote the objectives of the Erasmus+ programme by helping you to get in contact with other European teachers in order to open further opportunities for mobility and school partnerships. The European added value of the country and place where the training is carried out will offer you an alternative to training in your home country by being introduced to key aspects of the town, the people and the larger manifestations of the culture of the foreign country through an inspiring environment for your learning. You might add that the European context and the international and intercultural composition of the participating group which is expected to attend the programme, should create more diversity of international and intercultural experiences than similar training courses in your home country. Also, the European Dimension of the training programme might help you to enhance your students' communicative competence by including in your teaching authentic cultural elements related to way of life of the English-speaking country; or carry out intercultural collaborative learning projects to encourage your students to compare their own culture and way of life with the culture of an English-speaking country; or you might be interested in getting in contact with other teachers in Europe in order to share examples of good practice, to link your students and your school with other schools, and to open the possibility of establishing future partnerships under the new Erasmus+ Program.

(v) language competences

English Matters' courses present a well-structured layout with seven or ten days programme of training activities to develop language competences and cultural awareness. These activities should make it possible to experience a number of key aspects of the culture and language and to acquire professional and linguistic skills which should meet the training needs of teachers and staff in your institution. The course aims to (1) develop your communicative competence in English through the host country's cultural framework by using a variety of adequate methodological approaches and activities, including (2) a choice of workshops and seminars about life, literature, history, geography, art, education, culture and society, in a multicultural European setting, etc., a number of (3) encounters with people, interviews and cultural visits as the content-base for intercultural collaborative projects, and by (4) encouraging participants to incorporate authentic cultural resources in their classroom practice.

(vi) curriculum

We want to enhance the perspective of quality curricula beyond the mere lists of prescribed content. English Matters' training programme contributes to the development of teachers' knowledge, skills and attitudes as decision-makers in the design, management and implementation of quality curriculum-making. In this respect, we will help teachers and staff to develop skills to introduce aspects of both everyday cultural life (culture in small 'c') and high culture (culture in capital 'C') into your school curriculum. This is done by means of study of the everyday living in a local community (e.g. social, economic, ways of life, etc.) as well as the study of the most relevant exponents of national and European culture through art, literature, history, etc. This should encourage participants to design curricular guidelines and educational documentation as well as prepare authentic materials for their teaching in school. All this will bring your teachers opportunities to discuss, compare and contrast varied cultural perspectives which might enrich your school's curriculum.

(vii) the organisation of teaching and learning

Good organisation can enhance teachers' intervention and students' learning. English Matters' training programme encourages participants to reflect on the organisation of the classroom environment. Our inquiry-based approach to learning should draw participant teachers to reflect on (1) how to create an effective learning environment by developing strategies for a positive educational atmosphere; (2) how the creation of authentic resources in English might increase learning opportunities and expand communicative competence in a foreign language; (3) how sharing a common framework of efficient organisation of teaching might improve students' engagement with learning tasks; (4) how grouping strategies in collaborative learning will prepare students for teamwork and creativity; (5) how the attention to a diverse range of learning needs might include for example ethnic and/or underprivileged minorities in the classroom; and (6) how humanistic and authentic approaches to assessment and evaluation lead to effective classroom teaching and learning.

D.1.3. Please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future.

The competences acquired by teachers and staff should be integrated in your school' strategic development plan. These competences should also enrich the set of pedagogic principles which reflect your school's values and commitments. For example, among your school's pedagogic principles and strategic development plan you could include labels such as "international understanding", "cultural and intercultural awareness", "European cooperation in teaching and learning", "diversity and inclusion for a European citizenship", etc.

Competences acquired and experiences lived by staff participating in English Matters' training programme will contribute to increasing the European Dimension of your school as part of its strategic development plan in the future. Specific sessions are built into the training itinerary to discuss the benefits of European co-operation. This will offer learning opportunities for networking at school and

individual level. This networking should help participants to find partners for collaboration in future Erasmus+ actions and plan accordingly. Also, this networking could lead to get your students in contact with other students across Europe, plan students' exchange visits, develop learning projects and curricular or extra-curricular activities, engage in school partnerships through eTwinning by making wide use of ICT to access and disseminate knowledge, etc. All this will open the possibility of extending your institution's mission on an international level.

D.1.4. What are the most relevant topics addressed by your project?

You should select most relevant topics addressed by your mobility project. For English Matters's training programme you might choose the following ones: **Teaching and learning of foreign languages; Key Competences; Pedagogy and didactics; creativity and culture; ICT-new technologies-digital competence**, etc.

D.1.5. Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results?

Your institution should evaluate to what extent your mobility project has been successful. This evaluation should highlight the learning outcomes of all involved. Your evaluation plan might follow a series of steps (preparation – implementation – interpretation) while the outcomes of your mobility project might be short-term and long-term. You should also decide on what questions your evaluation plan will try to answer. In general, your plan might present four main categories of evaluation questions: (1) Planning and implementation: How well was the program planned out, and how well was the plan put into practice? Who participated? Was there diversity among participants? Were the selection criteria fair and efficient? (2) Assessing attainment of objectives: How well has your mobility project met its stated objectives? How many people participated? How many hours were participants involved? (3) Impact on participants: How much and what kind of a difference has the program or initiative made for its targets of change? How has staff's performance changed as a result of participation in the training program? Are participants satisfied with the experience? (4) Impact on the community: How much and what kind of a difference has the program or made on the community as a whole? What resulted from the program? Do the benefits of the program outweigh the costs?

Finally, as evaluation tools you might include some monitoring and feedback system such as surveys, reports that you can share with everyone involved, interviews with participants, experts' opinions, case studies, etc.

F. Activities

F.1. Please outline chronologically the main activities you plan to organise. If relevant, please describe the role of each project partner in the activities.

In addition to a chronological summary of main activities you wish to carry out in your project, this section should answer the question: What is the role of each partner in the activities?

English Matters' role, as your training/course provider, will be of implementing a wide range of activities to suit your staff's professional development needs.

You might choose all or some of the following activities from the English Matters' Training Programme for your staff's professional development:

>> **COURSES in Ireland, England, Spain, Finland, Sweden, Iceland, Norway, Portugal and Italy.**

I. Innovative Methodologies for Teaching and Learning in IRELAND - SPAIN.

1. **INNOVATIVE Methodologies for Teaching and Learning.**

Duration (days): 10 and 7 training days.

Destination: Dublin (IRELAND), Madrid (Spain) or Jaén (Spain)

II. CLIL courses, in IRELAND – SPAIN

1. **CLIL: Content and Language Integrated Learning**

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND.

3. **The CLIL CLUB: Content and Language Integrated Learning**

Duration (days): 7 training days.

Destination: Madrid or Jaén. SPAIN

III. ENGLISH LANGUAGE for TEACHERS and STAFF (levels A2,B1 / B1+,B2/ C1,C2), in IRELAND

1. **ENGLISH FOR TEACHERS (A2, B1)**

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

2. **ACTIVATE your ENGLISH for Teaching (B1+, B2)**

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

3. **TALKING TO PEOPLE (C1, C2): A Language and Culture course for Teachers**

Duration (days): 10 and 7 training days.

Destination: Dublin (IRELAND).

4. **Erasmus+ Active English-Intensive for Staff**

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

IV. ENGLISH and METHODOLOGY, in SPAIN

1. **ENGLISH AND METHODOLOGY: A 21st Century Approach for English Teachers**

Duration (days): 7 training days.

Destination: Jaén, SPAIN

V. ICT FOR TEACHING, in IRELAND – SPAIN

1. **ICT FOR TEACHING: A practical course to incorporate Information Technology into Teaching in Ireland**

Duration (days): 7 training days.

Destination: Madrid or Jaén, SPAIN

2. **ICT FOR TEACHING: A practical course to incorporate Information Technology into Teaching in Ireland**

Duration (days): 10 and 7 training days.

Destination: Dublin, IRELAND

VI. Course: “Structured Educational Visit to Schools & Training Seminars for Teachers and other School Staff”

This course efficiently combines pedagogic encounters with schools, seminars, workshops, and field projects “Contexts4Content” to places of natural, historical, and cultural significance. This will provide pedagogic insight for participants and ideas for development of teaching resources for their students. All these elements will help you better understand the education, the culture, the extreme natural

environment, and the wonderful people of this amazing country of ice and fire on the outskirts of Europe.. (Note: this training strategy should be included as Course in your application to Erasmus+ KA1):

1. Course: "**Structured Educational Visit to Schools & Training Seminars in FINLAND**"
Duration: 7 training days.
Destination: Helsinki (Finland)
2. Course: "**Structured Educational Visit to Schools & Training Seminars in ICELAND**"
Duration: 7 training days.
Destination: Reykjavik (Iceland)
3. Course: "**Structured Educational Visit to Schools & Training Seminars in SWEDEN**"
Duration: 7 training days.
Destination: Stockholm (Sweden)
4. Course: "**Structured Educational Visit to Schools & Training Seminars in NORWAY**"
Duration: 7 training days.
Destination: Oslo (Norway)
5. Course: "**Structured Educational Visit to Schools & Training Seminars in SPAIN**"
Duration (days): 7 training days.
Destination: Madrid or Málaga (Spain)
6. Course: "**Structured Educational Visit to Schools & Training Seminars in IRELAND**"
Duration (days): 7 training days.
Destination: Dublin (Ireland)
7. Course: "**Structured Educational Visit to Schools & Training Seminars in PORTUGAL**"
Duration: 7 training days.
Destination: Lisbon (Portugal)
8. Course: "**Structured Educational Visit to Schools & Training Seminars in ITALY**"
Duration: 7 training days.
Destination: Rome (Italy)

F.2. Activities' Details

F.2.1. Please enter the different mobility activities you intend to implement in your project.

It is very important that you list here every activity you plan to do. Notice that activities which are not listed in the application form cannot be funded. If a new activity is added at a later stage, your National Agency will not be able to increase funding to cover them.

It is very important for you to distinguish between the three types of activity that you can select. Your choice will influence the budget that Erasmus+ will allocate to your project. That is to say, the "**Courses and Training**" should receive €80.00/day (Max. €800.00) for course fee, as well as money for travel, accommodation and meals, plus 100 Euros for organizational expenses and mobility support. However, both the activities "**Teaching assignments abroad**" and "**Job Shadowing**" will not receive the amount of €80.00/day (Max. €800.00) for training.

In this respect, you should select the "**Courses and Training**" option to participate in English Matters' courses in Ireland, Spain, Finland, Iceland, Sweden, Norway, Portugal and Italy.

Staff will participate in three types of activities: 1) Courses and Training, 2) Job Shadowing, and 3) Teaching assignments abroad. You should choose **Courses and Training** in you are interested in our training programme.

Country of Origin refers to your own country. **Country of Destination** is used to calculate the individual support's rate per person for every proposed flow. The budget section will be filled in automatically, according to the prescribed rates for every country of destination.

Related to **No. of Participants**, please be extremely careful to enter the number of staff who is expected to participate in every activity while keeping into consideration the total number of staff who is expected to participate during the lifetime of your mobility project. If at this stage you are not totally sure of the number of staff who will participate in the different activities of your mobility project, it would be advisable to include the maximum number you envisage, although someone might be hesitant at the moment of filling in your application form.

Different activities and dates should be entered separately.

G. Budget

The Erasmus+ grant is considered a contribution to your project costs. This means that the total amount of your expenses might not be covered by the grant, although the difference might also be small and you, your colleagues and your school might decide to face a reasonable difference between the grant awarded and the real cost of your project. Should your application be awarded, you will receive funding for the following cost headings on a per participant basis: Organisational Support, Individual Support, Travel, Course Fees, and Inclusion Support, Exceptional costs.

You should calculate the budget of your project according to the rates outlined by Erasmus+. Here you should be extremely careful because in case you miscalculate your budget and request less than you are entitled to, you will only receive up to the amount requested in your application form for the simple reason that your National Agency cannot award any funding over the amount requested, so please check your budget thoroughly before submitting your application.

G.1. Organisational Support

Organisational support refers to costs directly linked to the organisation, management and implementation of the mobility activities. Organisation support is calculated on a unit cost basis, per participant, and may be used to cover expenses related to the preparation of participants (pedagogical, intercultural, and other); to the monitoring of and support for participants during their mobility; to the validation of learning outcomes. You can also use this organisational support funds to complete your course/s expenses. The grant for organisational support is calculated based on the number of participants in the project: 100 EUR per participant in staff mobility for courses and training.

G.2. Individual Support

Individual support refers to the day-to-day living costs incurred per participant during the activity. This includes accommodation and food as well as local travel to and from placement in the host country and insurance. Individual support is calculated on a unit cost basis and will be payable according to the country of destination and the duration of the placement. There are maximum allowances per day per participant, but you should keep into consideration that individual support rates are set by each National Agency within the range given by the European Commission in the programme guide.

G.3. Travel

Travel is calculated on a unit cost basis according to the travel distance calculated by using the distance calculator supported by the European Commission at

http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

G.4. Course Fees

Course fees refer to expenses directly linked to payment of fees for the enrolment in Courses and Training. Course fees are calculated on a unit cost basis, per participant. The maximum unit cost for course fees is €80 per participant per day (up to a maximum of €800 per participant). For courses with fees higher than €800, you might use part of the organisational support grant to compensate the additional cost of the fee. Alternatively, you might try to find local resources to finance the additional cost of the fee of the training activities you consider important for your staff and institution. Finally, please remember that while **courses** (considered "Courses and Training") are allocated €80/day (max €800.) for training; activities such as "Teaching Abroad" and "Job shadowing" will not be allocated this amount.

G.5. Inclusion Support

Special needs support refers to any expenses directly related to participants with disability or other specific needs so that without extra financial support their participation in the mobility project would not be possible. Your National Agency will assess case-by-case and that is why the individual situation should be described and the particular needs and extra costs attached to it should be detailed in the application form. You should also bear in mind that evaluators can reduce this amount accordingly if the request is too large or a clear justification of the request for funding has not been provided adequately.

G.6. Linguistic Support

Cost of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity. 150 EUR per participant eligible for Online Language Support that cannot receive it due to unavailability of the appropriate language or level, excluding staff in mobility shorter than 31 days. Individual linguistic support is not provided for pupils in group mobility.

H. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you validate and submit your application online. You should ensure that all documents specified in the section Checklist are submitted electronically with the application. You will be able to attach documents by clicking on the 'Add' button on the right hand side of the box displayed. This will then open up an additional window which will allow you to browse the files on your computer and upload the appropriate document. The maximum size of a file is 15 MB and the maximum total size is 100 MB. The maximum number of all attachments is 10.

Please note as well that the actual name of the file will appear in the grid. That is why it is advisable to check that the file names are clear and related to the content of the document which should be uploaded.

H.1. Declaration of Honour

The legal representative of the applicant organisation must print the Declaration of Honour, read it carefully, complete the declaration section by hand and sign it. The signed Declaration of Honour then needs to be scanned and attached as an annex before your application form is submitted online.

I. Checklist

Before validating and submitting your application, you should make sure that it fulfils the requirements listed in the checklist proposed by the application form.

J. Submission

Applicants must ensure they have validated all sections of the application before submitting. You should only submit your application only when you are happy with the finalised version. You should also ensure that all sections of the form are valid, and all annexes are attached before submitting the form. You must also ensure that you are connected to the Internet when submitting your completed application. What is more, it is most advisable to save the final completed version of the application form on your computer in case of any technical issues might happen (fingers crossed!). Applications must be submitted online by the deadline established by Erasmus+ (**11th May 2020 at 12:00:00 Brussels Time**). If they are submitted after this deadline, and the alternative submission procedure outlined below is not completed in time, the application form will be made ineligible.

Important Note: You should check with our National Agency in case of any change on deadline date for applications Erasmus+KA1 2021 call.

II.5. Additional information that you might include in your Erasmus+ KA1 application.

This information might help you to make your application stronger.

How will you address quality and management issues (e.g. setting up arrangements with partners, learning arrangements with participants, etc.)?

It is important to understand the concept of 'quality'. Quality Assurance (QA) or Quality Management (QM) systems are about designing and implementing quality into the process of providing a product or a service. If you view education as a service, it would be most important to create a quality culture in your institution where the aim of every member of staff is to deliver a good service to their beneficiaries, and where the structure of your organization allows them to do so. The same is applicable to your mobility project which should be connected to your institution's quality culture when including a good quality service which should meet the professional development needs of your teachers and staff.

Related to the quality management of your mobility project (the way you will administer and deliver the project), you might describe how you and your staff reflected and decided on the need of your project proposal for your institution; how you encouraged members of your school to participate actively in the mobility; how you and your staff did research about quality programmes which would meet your staff's professional development needs; how you decided on the appropriate duration of each training activity in order to minimise organisational impact when your teachers are abroad (e.g. to attend 2 week courses in summer time and 7 day course titled "Structured Educational visits to schools and training seminars" during the academic year in order to visit schools when in full operation); how you chose the training activities based on the quality of the training and the reputation of English Matters in the field of providing quality professional development programmes for teachers and staff all over Europe.

Also, you should describe the roles and responsibilities of those involved (i.e. your institution and English Matters) and how you plan to proceed in case of modification or adaptation of your mobility project. For example, your institution might be responsible for facilitating your staff' active involvement in their mobility; for facilitating the preparation of your staff to raise their foreign language competence for better participation in the training with other European participants; for ensuring that their learning after training be reflected on innovative practices in school by means of collaboration in school's newsletters, blogs and local media, etc.; for ensuring dissemination of materials produced among other staff, students, parents, etc.). English Matters will be responsible for the relevance and quality of your staff's mobility and training, for monitoring learning of participants; for facilitating participants networking with other professionals and schools in Europe, for assisting your teachers and staff in practical arrangements (e.g. preparation of staff mobility; accommodation to attend the training

programme, etc.), for ensuring quality in the delivery of the training programme by means of encouraging professional reflective activities, developing an inquiry-based approach to teaching and learning, relating participants with the local culture and way of life of a European community, facilitating the exchange of examples of good practice and teaching resources, etc. Finally, in case of modification or adaptation of your project, English Matters will assist your institution in finding out or providing, when appropriate, alternative solutions and adaptation to participants' needs.

Finally, the learning arrangements with participants, as an essential element of the management of your European mobility project, should consider a variety of sectors and beneficiaries such as: 1- those who directly receive the training (teachers and staff participating in the activities), who have a critical stake holding in their preparation for learning and subsequent outcomes; 2- other teachers and staff in your institution who have a stake in the organisation's success; 3- those who have a direct stake in the education of students or in the institution (parents, governors); 4- students, who will benefit from the mobility project in terms of their teachers' professional development through more effective and inquiry-based methodologies, more communicative task-based teaching and organisational arrangements in the classroom, etc.; and finally, 5- those who have a less direct but nonetheless crucial stake holding in education (educational authorities and society as a whole).

Will your organisation use eTwinning in connection with your mobility project? If so, please describe how. The eTwinning website can be accessed through the following hyperlink:

www.etwinning.net

The eTwinning platform is a powerful tool for collaboration with organisations, teachers and staff all over Europe. The use of eTwinning in connection with your institution's mobility project will enable your teachers and staff to prepare for their mobility, implement their participation and disseminate their learning outcomes and enhanced competences online around Europe. In this respect eTwinning will provide a framework to get in contact with education professionals in Europe and therefore getting to know and share good practice, curriculum work, teaching and management approaches, etc. By using eTwinning to cooperate with other schools and teachers across Europe your institution will add value to your students learning experiences and development of individuals' competences. Everybody in school will be able to enhance their development of key competences (including ICT, communication in a foreign language and a greater cultural awareness of the richness of European heritage and values) by communicating through eTwinning and building and participating in eTwinning projects on diverse curricular subjects.

How do you intend to cooperate and communicate with your project partners and other relevant stakeholders?

In European projects is highly valued the communications and flow of information between the parties involved. You can also specify which means might be most used, from email to Skype.

Your institution will cooperate with English Matters as a training/course provider of your mobility project, in all phases of project development, by means of electronic and digital information tools (email, web platforms, social networks, etc.). These means will allow close cooperation between the partners in the steps of: a) preparation of mobility (including information on the profile of the participants during the stage prior to preparation activities); b) implementation of training activities; c) dissemination of results of training and subsequent follow-ups in the long term, after the training provided.

Your cooperation and communication with English Matters will enhance the adaptation of the training programme to your school's needs. Cooperation and communication will be implemented by means of

the following channels: (1) The ONLINE APPLICATION PROCEDURE at www.englishmatters.org for any of the Erasmus+ programmes will provide information about staff's profile, needs and interests. This will allow English Matters to tailor the programme as far as possible. (2) The TEACHERS' ZONE in English Matters' website will provide guidance and documents to help the preparation and implementation of your mobility project. (3) The English Matters's PARTNER FINDING FORUM will provide a means for contacting other European participants and institutions. (4) EM Panel of Schools & Projects in Europe to help to disseminate the good teaching of schools and the successful practice of projects across Europe (5) E-mail (english@englishmatters.eu) will be widely used to facilitate direct communication with the English Matters Co-ordination Team and Programme Co-ordinator. Finally, (6) social networking tools (Twitter, Facebook) will also help the cooperation and communication between partners in order to prepare for effective participation in the programme and get the maximum benefit from it.

The Erasmus+ Programme promotes the use of instruments/certificates like Europass, ECVET and Youthpass to validate the competences acquired by the participants during their experiences abroad. Will your project make use of such European instruments/certificates? If so, which ones?

It is highly recommended to select a European tool to validate competences acquired by participants (e.g. The Europass Mobility Document has been widely encouraged by National Agencies for training mobility in Europe). For more information on Europass, consult the Europass website:
<http://europass.cedefop.europa.eu/en/home>

Are you planning to use any national instrument/certificate? If so, which one?

Here you should identify any national certificates your school or your national authorities might use to certify teachers' and staff's learning outcomes.

How will you use the European/national instrument(s)/certificate(s) selected?

Here you should describe the benefits every national certificate you have selected in the previous section will bring to participants and who and how will it be validated by your own school, your national authorities, etc.).

GOOD LUCK!!!

English Matters Advisory Team

ANNEX I: ENGLISH MATTERS' TRAINING PROGRAMME

Finland, Iceland, Ireland, Spain, Sweden, Norway, Portugal and Italy

English Matters' wide range of Erasmus+KA1 courses can help you to design your European Mobility plan with a well-balanced choice of courses and training activities for the professional development of Teachers, Headteachers or Principals and other school staff. You can find below our courses in [Ireland](#), [Spain](#), [Finland](#), [Sweden](#), [Iceland](#), [Norway](#), [Portugal](#) and [Italy](#).

ENGLISH MATTERS' ERASMUS+ TRAINING PROGRAMMES	
Professional Development Programmes for Teachers and Staff	
ERASMUS+ COURSES and TRAINING	COUNTRIES
I. INNOVATIVE Methodologies for Teaching and Learning	
<i>INNOVATIVE Methodologies for Teaching and Learning</i>	IRELAND (Dublin) SPAIN (Madrid, Jaén)
II. CLIL Courses	
<i>CLIL: Content and Language Integrated Learning</i>	IRELAND (Dublin)
<i>The CLIL Club: Content and Language Integrated Learning</i>	SPAIN (Madrid, Jaén)
III. ENGLISH LANGUAGE Courses for TEACHERS	
<i>ENGLISH for TEACHERS (A2, B1)</i>	IRELAND (Dublin)
<i>ACTIVATE your ENGLISH for Teaching (B1+, B2)</i>	IRELAND (Dublin)
<i>TALKING to PEOPLE (C1, C2): A Language and Culture course for Teachers</i>	IRELAND (Dublin)
IV. ENGLISH LANGUAGE Courses for other school STAFF	
<i>Active English-Intensive for STAFF</i>	IRELAND (Dublin)
V. ICT Courses for TEACHERS	
<i>ICT for TEACHING: A practical course to incorporate Information Technology into Teaching</i>	IRELAND (Dublin) SPAIN (Jaén)
VI. STUDY OF EDUCATION SYSTEMS in Europe	
<i>COURSE: "Structured Educational Visit to Schools & Training Seminars" for Teachers and other School Staff</i>	FINLAND · ICELAND SWEDEN · SPAIN IRELAND · NORWAY PORTUGAL · ITALY
VII. ENGLISH and METHODOLOGY Courses	
<i>ENGLISH and METHODOLOGY: A 21st Century Approach for English Teachers</i>	SPAIN (Jaén)
VIII. LANGUAGE and CULTURE	
<i>ENGLISH & CULTURE: Methodology of Culture for teachers of English</i>	IRELAND (Dublin)
<i>SPANISH Language and CULTURE / Lengua y Cultura Española</i>	SPAIN (Jaén)

Should you find a course that meet your needs, please refer to section **ANNEX I** for an extended description of the each course. Also you can find further information about the methodology, objectives and reference programme of each course in our website www.englishmatters.org
 For registration online or for any updates about English Matters' Erasmus+ courses please check www.englishmatters.org. You can also email us at english@englishmatters.eu

I. INNOVATIVE Methodologies for Teaching and Learning

I.1. INNOVATIVE Methodologies for Teaching and Learning in DUBLIN

DESCRIPTION: This course is for teachers who feel the need to expand their teaching repertoire and would like to innovate their strategies with methodologies for 21st Century teaching & learning (e.g. Universal Design for Learning, Digital Competence Framework, Game-Based Learning and Gamification, Project-based Learning, Creativity, Collaboration, Communication, Critical Thinking). Participants will explore approaches, strategies, techniques, tools, and examples of innovative relevance, preparing them for the creation of materials, tasks and relevant experiences for their students, within an active learning environment.

COUNTRY OF DESTINATION: IRELAND

Training venue: **Dublin**

Duration (days): **7 training days / 10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

I.2. INNOVATIVE Methodology for Teaching and Learning in SPAIN

DESCRIPTION: This course is for teachers who feel the need to expand their teaching repertoire and would like to innovate their strategies with methodologies for 21st Century teaching & learning (e.g. Universal Design for Learning, Digital Competence Framework, Game-Based Learning and Gamification, Project-based Learning, Creativity, Collaboration, Communication, Critical Thinking). Participants will explore approaches, strategies, techniques, tools, and examples of innovative relevance, preparing them for the creation of materials, tasks and relevant experiences for their students, within an active learning environment.

COUNTRY OF DESTINATION: SPAIN

Training venue: **Madrid**

Duration (days): **7 training days**

Dates in 2021	Dates in 2022	Dates in 2023
16-22 May - 7 training days	16 - 22 January - 7 training days	15-21 January - 7 training days
13-19 June - 7 training days	6 - 12 March - 7 training days	5-11 March - 7 training days
7-13 November - 7 training days	15-21 May - 7 training days	14-20 May - 7 training days
-	12-18 June - 7 training days	11-17 June - 7 training days
-	6-12 November - 7 training days	5-11 November - 7 training days

II. CLIL Courses

II.1. CLIL: Content and Language Integrated Learning

DESCRIPTION: Course for Teachers who would like to teach subjects in English (CLIL) through an Inquiry-based methodology. Combination of workshops, project work, excursions and social activities. Practical ideas for classroom management, lesson planning and materials development by using the Irish environment, folklore, sports, symbols, art, society, etc. Regular language focus on vocabulary, pronunciation and use of English to improve your skills in English.

COUNTRY OF DESTINATION: **IRELAND**

Training venue: **Dublin**

Duration: **7 training days and 10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

II.2. The CLIL CLUB: Content and Language Integrated Learning

DESCRIPTION: The CLIL CLUB is a course for Teachers who want to learn about the most important aspects of the Content and Language Integrated Learning (CLIL) approach. Hands on practice and key concepts will be blended into a dynamic methodology.

Participants will observe examples of good practice, will participate in lectures and workshops and will analyse up-to-date information about relevant and updated development of CLIL implementation in education. Practical ideas for classroom management and instruction, teaching techniques, lesson planning and materials development will be applied to a variety of subjects across the curriculum.

Country of Destination: **Madrid, SPAIN**

Duration (days): **7 training days (from Sunday to Saturday)**

Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
16-22 May - 7 training days	16 - 22 January - 7 training days	15-21 January - 7 training days
13-19 June - 7 training days	6 - 12 March - 7 training days	5-11 March - 7 training days
7-13 November - 7 training days	15-21 May - 7 training days	14-20 May - 7 training days
-	12-18 June - 7 training days	11-17 June - 7 training days
-	6-12 November - 7 training days	5-11 November - 7 training days

Country of Destination: **Jaén, SPAIN**
 Duration (days): **7 training days (from Sunday to Saturday)**
 Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
28 November - 4 December Jaén · 7 training days	16 - 22 January Jaén · 7 training days	15 - 21 January Jaén · 7 training days
	27 November - 3 December Jaén · 7 training days	05-11 November Jaén · 7 training days

III. ENGLISH FOR TEACHERS (A2,B1; B1+,B2; C1,C2)

III.1. ENGLISH FOR TEACHERS (A2, B1)

DESCRIPTION: This course is for teachers who have an A2-B1 level of English and want to develop their communication skills (especially their oral fluency, vocabulary and pronunciation). Participants will improve their use of English as a means of communication in class and in everyday situations. Ireland and Dublin will provide a motivating learning context, while the programme will offer a combination of English-focused activities, communicative workshops and project-based tasks. All this should also help teachers to raise the level of their skills in English in order to be able to participate in further courses and/or partnerships in Europe.

COUNTRY OF DESTINATION: IRELAND

Training venue: **Dublin**
 Duration (days): **7 training days and 10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

III.2. ACTIVATE your ENGLISH for Teaching (B1+, B2)

DESCRIPTION: This course is for teachers who have a B1+ or B2 level of English and wish to develop their communicative skills in a practical way, enriching their oral fluency, vocabulary and pronunciation especially, while increasing their confidence in the use of English as a means of international communication. Participants will have the opportunity to open their senses to the sights, smells and sounds of their surroundings to explore topics such as Irish music, traditional food, folklore and significant Irish landmarks, among others, to develop the four language skills (listening, speaking, reading and writing), with a special focus on oral communication. They will also participate in field projects related to places of historical, geographical and environmental significance within the Irish heritage and way of life as inspiration to create learning content.

COUNTRY OF DESTINATION: IRELAND

Training venue: **Dublin**

Duration (days): **10 training days and 7 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

III.3. TALKING to PEOPLE (C1, C2): A Language and Culture course for Teachers

DESCRIPTION:

This course is aimed at teachers who would like to enhance their knowledge of English (C1, C2) by understanding key cultural aspects of Ireland as a unique learning context. The methodology of this course is an effective combination of workshops, seminars, project-based learning and field projects that will help participants develop their communicative competence and explore beyond language. Looking into a culture, its history and its people creates learning, motivation and natural curiosity that invites communication.

Areas of study such as society, literature, art, traditions, history, geography, film, etc. will help participants deepen their knowledge of Ireland in a multicultural European setting. Field projects related to places of archaeological, artistic and historical interest will intensify the cultural experience of the participants. All this should also influence the quality of more informed teaching. Also, the course provides an excellent opportunity for participants to find partners for future collaboration. Participants should be teachers with a level of English corresponding to C1 or C2 in the Common European Framework (CEFR).

Country of Destination: IRELAND

Training venue: **Dublin**

Duration (days): **7 training days and 10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

IV. ENGLISH LANGUAGE Courses for other school STAFF

DESCRIPTION:

This course is for non-teaching staff, with A2 and B1 level of English, who would like to develop communication skills (reading, writing, listening, speaking, grammar and vocabulary). Participants will improve their use of English in everyday situations. This course should also enable participants to join further Erasmus+ courses. The programme offers a mix of English-focus classes, workshops, visits to places of interest and socio-cultural activities.

COUNTRY OF DESTINATION: IRELAND

Training venue: **Dublin**

Duration (days): **7 training days and 10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

V. ICT Courses for Teachers

DESCRIPTION:

This course is specially designed for teachers who wish to start their journey into ICT (Information and Communication Technology) and incorporate their knowledge into the class. The objective of the course is to enable participants to introduce ICT into their classrooms and apply the skills acquired to make knowledge accessible through the use and creation of digital resources for teaching and learning. Participants will work with ICT tools for image and sound editing, collaboration, classroom management, online questionnaires, etc. This will lead to the creation of a safe and effective working environment that allows the creation of attractive and motivating digital materials for students.

At the same time, by being immersed in Irish society, history and culture, participants will have the opportunity to take advantage of what Dublin and Ireland offer to the active perception of teachers working within the framework of an Inquiry-based approach. Thus, participants may explore the Irish context from the perspective of their subject while having the opportunity to process and express their learning by means of their newly acquired ICT skills.

The implementation of this course is based on a BYOL (Bring Your Own Laptop) approach in order to facilitate communication and collaboration among participants in an international course. To participate in this course a minimum B1 level of English is required.

V.I ICT FOR TEACHING: A practical course to incorporate Information Technology into Teaching (literacy, numeracy, science, etc.) in DUBLIN

COUNTRY OF DESTINATION: IRELAND

Training venue: **Dublin**

Duration (days): **7 training days and 10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
23 - 29 May - 7 training days	20-26 February - 7 training days	19-25 February - 7 training days
20 - 26 June - 7 training days	22 - 28 May - 7 training days	21-27 May - 7 training days
05 - 16 July - 10 training days	19 - 25 June - 7 training days	18-24 June - 7 training days
19 - 30 July - 10 training days	04 - 15 July - 10 training days	03-14 July - 10 training days
24-30 October - 7 training days	18 - 29 July - 10 training days	17-28 July - 10 training days
-	23-29 October - 7 training days	22-28 October - 7 training days

V.II ICT FOR TEACHING: A practical course to incorporate Information Technology into Teaching (literacy, numeracy, science, etc.) in SPAIN

ICT for TEACHING: A practical course to incorporate Information Technology into Teaching.

Country of Destination: **Jaén, SPAIN**

Duration (days): **7 training days (from Sunday to Saturday)**

Language of communication: **English**

Dates in 2021	Dates in 2022
28 November - 4 December 7 training days	16 - 22 January 7 training days
	27 November - 3 December 7 training days

Country of Destination: **Madrid, SPAIN**

Duration (days): **7 training days (from Sunday to Saturday)**

Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
16-22 May - 7 training days	16 - 22 January - 7 training days	15-21 January - 7 training days
13-19 June - 7 training days	6 - 12 March - 7 training days	5-11 March - 7 training days
7-13 November - 7 training days	15-21 May - 7 training days	14-20 May - 7 training days
-	12-18 June - 7 training days	11-17 June - 7 training days
-	6-12 November - 7 training days	5-11 November - 7 training days

VI. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS

DESCRIPTION:

This course is designed for teachers, head teachers, principals and other school staff who would like to learn about the education system of the country visited within the context of its culture. Although the pedagogic encounters with schools are focused on Primary, Secondary and Vocational school levels, other educational sectors may also benefit from the general approach of this course.

Please note that this course should be included as a Course in your Erasmus+ project.

Our 7-Day Course is for those who want to learn about education and culture through a combination of pedagogic encounters with schools, seminars, field projects "Contexts4Content", and workshops. English Matters will select educational institutions related to Primary, Secondary and Vocational school levels. Participants will learn about educational organisation and management of learning and will have the opportunity to share their experience and ideas with colleagues from a variety of schools around Europe. This will support a European Dimension in Education and everyone participating in this experience will receive maximum benefit from it.

The course offers several key activities:

1. Pedagogic encounters with schools to learn about educational organisation and management of learning.
2. Seminars and workshops to explore specific aspects of the education system and culture of the host country.
3. Professional and cultural discussion resulting in a concluding presentation of learning.
4. Field projects "Contexts4Content" to explore places of natural, historical, and cultural significance, as a basis for the development of teaching materials to assist their students in meeting their learning goals and be aware of the socio-cultural richness of Europe.

VI.1. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

COUNTRY OF DESTINATION: FINLAND

Training venue: Helsinki

Duration (days): 7 training days (from Sunday to Saturday)

Language of communication: English

Dates in 2021	Dates in 2022	Dates in 2023
26 September - 02 October Helsinki · 7 training days	24 - 30 April Helsinki · 7 training days	16-22 April Helsinki · 7 training days
03 - 09 October Helsinki · 7 training days	02 - 08 October Helsinki · 7 training days	01-07 October Helsinki · 7 training days

VI.2. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

COUNTRY OF DESTINATION: ICELAND

Training venue: **Reykjavik**

Duration (days): **7 training days (from Sunday to Saturday)**

Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
10 - 16 October Reykjavík · 7 training days	20 - 26 March Reykjavík · 7 training days	19 - 25 March Reykjavík · 7 training days
17-23 October Reykjavík · 7 training days	09 - 15 October Reykjavík · 7 training days	08 - 14 October Reykjavík · 7 training days

VI.3. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

COUNTRY OF DESTINATION: SWEDEN

Training venue: **Stockholm**

Duration (days): **7 training days (from Sunday to Saturday)**

Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
19 - 25 September Stockholm · 7 training days	27 March - 2 April Stockholm · 7 training days	23-29 April Stockholm · 7 training days
	18 - 24 September Stockholm · 7 training days	17-23 September Stockholm · 7 training days

VI.4. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

COUNTRY OF DESTINATION: SPAIN

Training venue: **Málaga or Madrid**

Duration (days): **7 training days (from Sunday to Saturday)**

Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
07 - 13 November Madrid · 7 training days	06 - 12 March Madrid · 7 training days	05 - 11 March Madrid · 7 training days
07 - 13 November Málaga · 7 training days	06 - 12 November Málaga · 7 training days	05 - 11 November Málaga · 7 training days

VI.5. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

COUNTRY OF DESTINATION: IRELAND

Training venue: **Dublin**
 Duration (days): **7 training days (from Sunday to Saturday)**
 Language of communication: **English**

Dates in 2022	Dates in 2023
20 - 26 February Dublin · 7 training days	19 - 25 February Dublin · 7 training days

VI.6. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

Country of Destination: NORWAY

Training venue: **Oslo**
 Duration (days): **7 training days (from Sunday to Saturday)**
 Language of communication: **English**

Dates in 2022	Dates in 2023
08 - 14 May Oslo · 7 training days	07 - 13 May Oslo · 7 training days

VI.7. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

Country of Destination: PORTUGAL

Training venue: **Lisbon**
 Duration (days): **7 training days (from Sunday to Saturday)**
 Language of communication: **English**

Dates in 2021	Dates in 2022	Dates in 2023
21 - 27 November Lisbon · 7 training days	06 - 12 February Lisbon · 7 training days	05 - 11 February Lisbon · 7 training days
	20 - 26 November Lisbon · 7 training days	19 - 25 November Lisbon · 7 training days

VI.8. Course: STRUCTURED EDUCATIONAL VISIT TO SCHOOLS & TRAINING SEMINARS for Teachers and other School Staff

COUNTRY OF DESTINATION: ITALY

Training venue: **Rome**
 Duration (days): **7 training days (from Sunday to Saturday)**
 Language of communication: **English**

Dates in 2022
30 January – 5 February Rome · 7 training days

Note: Dates may be subject to amendment according to school calendar year of the country visited. This change, if necessary, will be informed to participant before the course confirmation.

VII ENGLISH and METHODOLOGY Courses

DESCRIPTION:

This course is appropriate for teachers of English who wish to learn about ELT developments while providing participants opportunities to improve and enrich their knowledge of English in selected aspects of the language. The key concept of the course is creative language teaching and learning for communication; the approach is humanistic, task-based and collaborative to create learning conditions conducive to effective and affective learning; and the focus is on practical classroom activities and resources. Student-centred and generated activities; groupwork and cooperative storytelling; drama, role-plays, theatre-based activities and non-verbal communication; Art and English; communicative games and game-like activities; creative writing & other literature-based activities; discussions and interviews; effective pronunciation; warmers, pace changers and closing activities; etc., will provide participants with a refreshing wealth of teaching techniques for the classroom.

VII.1 ENGLISH AND METHODOLOGY: A 21st Century Approach for English Teachers

COUNTRY OF DESTINATION: **SPAIN**

Training venue: **Jaén**

Duration (days): **7 training days**

Dates in 2021	Dates in 2022
28 November - 4 December 7 training days	16 - 22 January 7 training days
	27 November - 3 December 7 training days

VIII. LANGUAGE and CULTURE

VIII.1.1 ENGLISH & CULTURE: Methodology of Culture for Teachers of English

DESCRIPTION: A variety of approaches, including literary workshops, projects, visits and interviews to local people, will help participants to incorporate cultural resources in their classroom practice. Teachers will develop their competence in English through an Irish cultural framework (particularly Anglo-Irish literature, Irish film, Creative Writing, Drama in Education, etc.). Some activities are implemented in collaboration with relevant Irish institutions such as the Irish Film Institute and the National Library. Participants should be Teachers of English as a Foreign Language with a minimum level of English corresponding to C1 or C2 in the Common European Framework (CEFR).

COUNTRY OF DESTINATION: **IRELAND**

Training venue: **Dublin**

Duration (days): **10 training days**

Dates in 2021	Dates in 2022	Dates in 2023
05 - 16 July 10 training days	04 - 15 July 10 training days	03-14 July 10 training days
19 - 30 July 10 training days	18 - 29 July 10 training days	17 - 28 July 10 training days

VIII.2. SPANISH LANGUAGE AND CULTURE: Curso de Lengua y Culture Española**DESCRIPTION:**

Curso dirigido al profesorado de español y profesorado en general, interesado en renovar sus recursos lingüísticos y metodológicos y en vivir una rica experiencia de aprendizaje en torno a la lengua y cultura española. El curso presenta una variedad de enfoques, incluyendo talleres culturales y proyectos de campo en enclaves de interés histórico-geográfico y arqueológico. Esto ayudará a los participantes a conocer de primera mano la realidad de la cultura y la sociedad española y a incorporar estrategias metodológicas innovadoras en su enseñanza y potenciar los procesos de aprendizaje de su alumnado mediante el uso de recursos auténticos. Los participantes también desarrollarán su competencia comunicativa en español a través de un marco cultural de estudio (por ejemplo, la literatura española e hispano-americana, el cine español, hitos del arte en España, la música y la canción española, los medios de comunicación, etc.). Los participantes deben tener un nivel de uso del español correspondiente al B1, o superior, en el Marco Común Europeo de Referencia (MCER).

COUNTRY OF DESTINATION: SPAINTraining venue: **Jaén**Duration (days): **7 training days**

Dates in 2021	Dates in 2022
28 November - 4 December 7 training days	16 - 22 January 7 training days
	27 November - 3 December 7 training days

Should you be interested in any of the activities of our training programme for Teachers and other staff, or need further information, please contact us at english@englishmatters.eu. You can also visit our web www.englishmatters.org to register on line or check for any updates about Erasmus+ and our courses.

Note: The information included in this document might be subject to amendment. You should check our website www.englishmatters.org for any updated information about our programmes.

ANNEX II: ENGLISH MATTERS' DATA

Profile

English Matters's OID number: E10206758

English Matters' PIC number is 947992544

Full legal name: English Matters S.L.

Type of organisation: In-Service Training Provider or Small and Medium sized enterprise

Background and Experience

Introduction:

English Matters has been providing quality Continuous Professional Development (CPD) for in-service teachers and other educational staff since 1999. Our programmes are a fine example of European co-operation where innovative and effective methodologies are actively supported. English Matters' programmes help European schools and institutes to effectively develop key competences by means of quality training strategies such as CLIL, Cooperative Learning, ICT for Teaching, Inquiry-based Learning, Project-based Learning, TEFL, ESL, English through Culture, Innovated Methodologies, etc., in several European countries; and course "Structured Educational Visits to Schools and Training Seminars in Europe (Finland, Iceland, Spain, Sweden, Norway, etc.) which allow participants in their mobilities to get to know relevant aspects of Education in Europe and exchange examples of good practice.

English Matters introduces a European Dimension in its activities and encourages international networking and the constitution of learning partnerships. This facilitates the exchange of professional expertise, either at school or institute level, or on a personal basis.

English Matters has a long-lasting experience in the design, implementation and promotion of programmes in the field of Education in Europe. Our standards, values and experience helps to tailor-made our training by matching persons, objectives, content and activities to suit participants' needs and expectations and providing inspirational learning experiences. Our Training Team is composed of experienced professionals (teacher trainers, course tutors, specialist speakers, university professors and lecturers, etc. The Executive Committee of English Matters is based in Spain and works with Universities and training bodies in Ireland, England and various European countries.

Activities and experience of the organisation

English Matters has a long-lasting experience in the design, implementation and promotion of training programmes for European institutions in the field of education. That is why the English Matters' programmes and activities help European institutions to effectively develop key competences by means of the following training strategies:

1. English Matters' courses (English language, ICT, CLIL, Innovative Methodologies): They help participants to effectively develop and improve their skills and competencies in key areas such as **competence in English as a foreign language for European and international communication in a variety of contexts** (e.g. development of oral and written skills for formal and informal communication and interactions with members of other schools in Europe, institutional presentations to disseminate best practices of your own institution in Europe, etc.); **learning to learn, cognitive and critical thinking competencies** (e.g. inquiry-based approach, situational analysis, case studies, global thinking, etc.); **digital competence for teaching and learning** (e.g. exploiting and creating ICT resources for teaching and learning; work with free educational and easy-access software to develop basic techniques

such as image and sound editing, digital storytelling creation, etc.; use of a wide range of tools such as Photostory, Mystery Skype, Instagrok, Podcasting, Movie Making, Web 2.0, Social Networking, Blogging, ePortfolio, Flipsnack, etc., to support and enhance key competences in foreign language, mathematics, science, etc.; and use and creation of digital teaching resources, etc.); **social, cultural and collaborative competencies** (e.g. interpersonal interaction, group facilitation, problem solving, teamwork, etc.); **competences for planning and evaluation** (identification of key situations, goal setting and action planning, assessment and evaluation, etc.).

2. English Matters' courses titled "Educational Visits to Schools & Training Seminars" will help participants to effectively develop professional key competences by allowing them to get to know and discover on site European educational institutions in a variety of sectors (primary, secondary, vocational, adult lifelong learning schools, etc.), and with specific educational concepts and examples of good practice related to lifelong learning key competences: communication in English as a foreign language, digital, social, cultural, mathematical, scientific and technological, learning to learn and sense of initiative. This will help participants to find out, discuss and reflect about similarities and differences and compare own practices with those of the educational institutions visited.

Key Staff/persons involved in the training.

Our Training Team is composed of experienced training professionals (experience teacher trainers and course tutors, specialist speakers, university professors and lecturers, etc.), who will provide a quality training to participants. The standards, values and experience of our training teams, by working with European participants e institutions, will tailor-made their training as far as possible by matching persons, objectives, content and activities to suit their needs and expectations and delivering inspirational learning experiences.

Legal Representative

Role: LR – Legal Representative

Title: Ms

Gender: Female

First Name: Irene

Family Name: Marin

Department: N/A

Position: Director

Email: english@englishmatters.eu

Telephone 1: +34 914 23 09 88

(Note: Address is **not** different from the one of the organisation)

Contact person

Role: CP – Contact Person

Title: Mr

Gender: Male

First Name: Eduardo

Family Name: Marin

Department: N/A

Position: Programme Co-ordinator

Email: english@englishmatters.eu

Telephone 1: +34 914 23 09 88