Application

Programme	Erasmus+
Action Type	Small-scale partnerships in school education (KA210-SCH)
Call	2025
Round	Round 1

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Context

Field	School Education
Project Title	OUTSIDE of the Classrooms - Learning Beyond School Walls
Project Acronym	OUTSIDE

Project Start Date (dd/mm/yyyy)	Project Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/10/2025	24 months	30/09/2027	SI01 - CMEPIUS "Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja"	English

Project lump sum	60 000,00 €

You can find the contact information of all National Agencies at the following webpage: List of Erasmus+ National Agencies.

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

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

SCHOOL EDUCATION: Development of key competences

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

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport
HORIZONTAL: Common values, civic engagement and participation

Please select up to three topics addressed by your project.

Green skills
European identity, citizenship and values
New learning and teaching methods and approaches

Project description

What are the concrete objectives you would like to achieve and 'outcomes or results you would like to realise'? How are these objectives linked to the priorities you have selected?

This project aims to transform traditional learning environments by integrating diverse learning spaces beyond the classroom. Through collaboration with external stakeholders, teachers will enhance their professional skills, improve student engagement, and foster inclusive and real-world learning experiences.
Our specific objectives are:
• To empower teachers with skills and strategies for facilitating learning beyond the classroom.
• To foster collaboration between educators and local stakeholders, exchanging best practices.
• To design innovative learning activities that utilize diverse and inclusive learning spaces.
• To enhance teachers' professional competencies in creating engaging, real-world learning experiences.
• To cultivate students' awareness that learning happens everywhere, not just in classrooms.
• To promote inclusion and diversity by ensuring all students benefit from enriched learning settings.
• To strengthen students' environmental awareness and green skills through outdoor learning.
• To integrate STEM education into hands-on, real-world learning experiences.
The foreseen project outcomes are:
*A Research document on learning activities outside classroom and external stakeholders
*A collection of good practices for learning outside classroom with at least 10 learning settings including lesson plans
*4 local dissemination Events to share project outcomes
*At least 12 teachers who will join online teacher workshops to discover and develop learning settings and create new learning spaces.
*At least 64 students who will be involved in learning activities outside school environment and experiment the learning settings. which will support our main priority "development of key competences" as well as of "inclusion and diversity in all fields" since our project will address to inclusion of all students into school education by improving, enriching and re-designing learning settings. One important asset of outdoor learning is that it gives more scope for inclusive activities and overall mindset.
Our project directly supports the selected priorities:
- Development of Key Competences: Real-world learning enhances critical thinking, collaboration, creativity, and active citizenship.
- Inclusion and Diversity: Outdoor and alternative learning spaces ensure accessibility for all students, fostering equal participation.
- Common Values: Collaboration with external stakeholders strengthens social responsibility, cooperation, and cultural awareness.
- Green Skills: Nature-based learning develops students' sustainability awareness and ecological responsibility.
- New Learning&Teaching Strategies: The project equips teachers with innovative pedagogical methods beyond the classroom.
- STEM: Hands-on, real-world STEM activities improve problem-solving and make STEM education more engaging.
This project fosters an inclusive, skills-oriented, and sustainable education while empowering teachers with new teaching strategies.

Please outline the target groups of your project and describe their identified needs

The target groups of our project are firstly the schools in the partnership, their teachers and students as well as all the external stakeholders who will be collaborated during the project.
The very first target group of this project: At least 64 students to be the main actors to experience and reflect upon the learning settings and scenarios developed in this project.
Secondly at least 12 teachers from four partner schools who will do the research and work on learning outside school classrooms, who will design new learning scenarios for their students and who will experiment them to in the end collect in a good practices box.
In a wider range, apart from the schools, teachers and students in the partnership, schools, teachers and students as well as all the educational actors in the local environment of this consortium will be target group thanks to the planned dissemination events - one in each partner organisation.
In order to analyze needs of the partner schools in align with the project objectives, project teams conducted SWOT Analysis and/or observation meeting with the target groups of school teaching staff, with the purpose of Evaluating institutional capacity for implementing new learning spaces and STEM activities.

Identified Needs based on SWOT analysis and observation reports of the partners can be summarized as:

1. More Engaging & Real-World Learning
- Traditional teaching lacks real-world relevance; innovative approaches are needed to boost engagement.
2. Teacher Training in New Learning Strategies
- Teachers need skills to integrate outdoor learning, STEM, and green skills into their teaching.
- Teachers require training and resources to effectively integrate outdoor learning, external stakeholders, and

interdisciplinary methods into their teaching.
3. Inclusive & Diverse Learning Environments
- Many students struggle in traditional settings; diverse learning spaces promote equal participation.
- More diverse and inclusive learning environments can increase participation, motivation, and engagement.
4. Stronger Collaboration with External Stakeholders
- Schools lack partnerships with local organizations that could enrich learning experiences.
5. Green Skills & Environmental Awareness
- More focus is needed on sustainability and eco-conscious education. Students lack sufficient exposure to environmental education and sustainability-focused activities.
- Schools need to integrate green skills, nature-based learning, and eco-conscious practices into their curricula.
6. Hands-On STEM Education
- STEM subjects are often taught in a theoretical, classroom-based way, leading to low engagement and motivation.
- There is a need for real-world STEM applications through outdoor experiments, field visits, and collaboration with science institutions.
7. Research & Sharing of Good Practices
- Schools need access to best practices for learning outside the classroom.

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

Why should we empower learning outside the classroom and enrich learning environments?

In today’s world, education extends far beyond traditional classrooms. A School Education Gateway survey highlights that while schools increasingly organize learning activities outside the classroom, they face practical challenges in implementation, such as a lack of structured partnerships with local stakeholders (e.g., parents, businesses, museums, ecological organizations, and sports facilities). Addressing these challenges requires a collaborative approach, equipping teachers with the skills and resources to integrate external learning spaces effectively.

As society demands greater self-awareness, specialized skills, and real-world competencies, students need hands-on learning experiences that connect theory to practice. Outdoor and alternative learning environments** have been proven to enhance student **engagement, motivation, and academic performance, while also supporting mental well-being. Research shows that learning in nature fosters better focus, improved behavior, and stronger social interactions.

This project will empower teachers to create and utilize innovative learning settings, fostering inclusion, diversity, and key competence development. By doing so, it aligns with key Erasmus+ priorities and provides lasting impact at both local and international levels.

Direct impact:
- 4 schools across 4 countries will participate.
- At least 12 teachers will receive professional development and directly benefit from new methodologies.
- At least 64 students will engage in enriched, real-world learning experiences.

Wider impact:
- Dissemination activities will extend project outcomes to a broader audience, influencing educators and policymakers across Europe.

By funding this project, Erasmus+ will support a transformative approach to education—one that enhances **teaching practices, fosters inclusion, promotes sustainability, and strengthens key competences for future generations.

How does the project address the needs and goals of the participating organisations and the target groups ?

There are four partner schools from Slovenia, Türkiye, Hungary and Italy. The partnership aims at promotion of outdoor learning and offering ideas and tools to their teachers, strengthening of European ties and the exchange of good practices. All the partners aim at developing familarisation with different outdoor teaching methods based on their needs and challenges identified in different needs assessment studies done inhouse. Some needs and challenges of the partnership can be listed as:
a) Increased number of students with special educational needs, behavioral and emotional problems, learning and health disorders.
b) Not an exceptionally high level of knowledge, skills and abilities of teachers to adapt new learning needs. In recent years, there are clear indications that, despite the efforts of teachers and school, we find it difficult to respond to the modern challenges of globalised society; educational programs have modern needs.
c) the deteriorating emotional state of not only students, but also teachers.
d) need to strengthen today's standardized teaching which leaves our students unprepared for the needs of the future society where 25% of occupations will require exactly this ability to link these courses. Therefore, gaining knowledge through field monitoring in implementing countries is a primary need.
e) need to develop green skills and ecological literacy of new generations through learning in nature activities

Resolution and Benefits:
1.To address the problem with the increasing number of SEN students and emotional and motivational problems we must enhance our potential by preparing the educators and attracting more specialists and teacher assistants. Improving the reputation of the school will make a great contribution in attracting the appropriate staff. Outdoor teaching can be particularly effective for children who do not do well in the classroom environment.
2. Low level of knowledge, skills and abilities of teachers: In addition to the personal efforts of teachers for training and development, participation in a project such as this one will bring about many changes in the way they think and work. We could improve the deteriorating emotional state of educational factors (teachers and students, by adopting a more positive stance to life, by travelling abroad, meeting new people and making new friends.
3. Need to strengthen STEM teaching: By identifying schools abroad that apply innovative STEM and outdoor methods we will be able to broaden our horizons and set up a specific and effective Curriculum in this direction.
4. Increasing the school's prestige and fame through internationalisation, collaboration and openness to European institutions and organisations will have a direct impact on the prestige of the teaching profession as well.

What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

Cooperating with transnational partners will give to our schools the opportunity to gain interesting experience and watch new ideas and methods used abroad. Therefore, we would like to run this project transnationally in order to share the knowledge and best practices with our project partners and, at the same time, learn something new from each other. Including students and teachers in an Erasmus project will help them to enrich their view of the world, to get to know other cultures, traditions and customs. They will have the opportunity to meet their peers and learn from them about school life in other countries. Teachers will be able to share experience with the colleagues, discuss and compare the educational systems, the school rules and life. One of the main ideas is the education of the European citizenship through the participation on this program and exchanging ideas with other students of European Union. A contact with other schools is of great interest for them. They will see that there are similarities with educational activities in the European Union. Exchange the knowledge will be one of the points we give attention in our cooperation. Working with teachers and students on European projects opens their minds and widen their horizons.
The project would provide our pupils valuable knowledge based on their contact with other cultures, accompanied with diverse personal and social skills that would prove absolutely beneficial for them and the people around them in every setting (family, work, community).
Our teachers would also gain from the participation in a project of this scale, exchanging pedagogies, ideas and experiences, enhancing their personal and professional horizons, enriching their lives!

How does the project address the horizontal priorities ?

Our project strongly aligns with Erasmus+ horizontal priorities by fostering INCLUSIVE, INNOVATIVE, and SUSTAINABLE education practices that prepare students and teachers for the challenges of the modern world.
1. Inclusion and Diversity
- The project promotes equal learning opportunities by creating diverse and accessible learning environments beyond the classroom.
- Outdoor and alternative learning spaces provide inclusive educational experiences, ensuring that students from different backgrounds, including those with fewer opportunities, can actively participate and engage.

2. Environmental Sustainability and Green Skills
- By integrating nature-based learning and real-world experiences, the project encourages students to develop environmental awareness and sustainability skills.
- Activities in outdoor learning settings will promote eco-conscious behavior, critical thinking about sustainability, and a deeper connection with nature, aligning with the European Green Deal goals.

3. Digital Transformation and Innovative Learning
- The project supports teachers in adopting new learning and teaching strategies, including the use of digital tools for planning and delivering outdoor learning experiences.
- By sharing best practices and digital resources, educators will develop innovative methods to integrate technology into diverse learning spaces.

4. Promotion of Common Values and Civic Engagement
- Through collaboration with local stakeholders (e.g., businesses, museums, ecological organizations), students will gain a stronger sense of social responsibility and active citizenship.
- The project fosters European cooperation by connecting schools across different countries, promoting intercultural learning and shared educational values.

By addressing these priorities, our project enhances teaching quality, enriches learning environments, and fosters a more inclusive, sustainable, and future-ready education system.

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: Organisation Registration System

If you do not have OID number, you can create one here: Register New Organisation

Whenever an OID has reached the limit agreed of appearances in drafts and submitted forms, a notification by email will be sent to the Authorized person of that OID. We can include in the email a list of projects where that OID is encoded providing all the information necessary for him to act if he needs to: Form ID, Name of the applicant organization, National agency. If we don't have the NA and the applicant organisation filled in the form **we don't count this form** to the value which triggers the email notification.

According to the Programme Guide, each organisation (OID) can apply only once as applicant organisation and can be included in a total of 5 Small-scale partnerships in the fields of vocational education and training, school education, adult education and youth per application round. The maximum number includes all applications in the listed fields, regardless of whether the organisation is a coordinator or a partner. Once this limit is reached, it will not be possible to submit further applications with the same organisation (OID).

Applicant - Osnovna šola Boštanj (E10217440 - SI)

Organisation ID	Legal name	Country
E10217440	Osnovna šola Boštanj	Slovenia

Applicant details

Legal name	Osnovna šola Boštanj
Country	Slovenia
Region	Spodnjeposavska
City	Boštanj
Website	www.os-bostanj.si

Profile

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

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

General information:
OŠ Boštanj is a primary school, that includes grades 1-9. There are 28 teachers and 254 students at our school.
We teach standard classes: Maths, English, Slovene, Art, Art and Design, Physics, Music, Biology, Chemistry, History, Geography, Astronomy, Home Economics,
Science (grades 4-6), Environment (1-3), PE, Ethics and National Studies, Computer Studies and also other classes like: German, Spanish, Theatre, Choir, Logics, Dance Class, Library Class, Storytelling, Chess and other extra curricular activities.
We provide extra curricular activities: math club, science club, experiments, youth and children's choir, lego club, football, handball, sports club, arts and crafts club for
3 age groups, reading club, story club, debate club, theatre club, musical theatre club, math monster for 1. And 2. Grade, logics workshops, Unicef club, gardening
club, history club, first aid, cooking club and many sports activities.

What are the organisation's activities in the field of this application?

Our school actively engages in outdoor teaching, integrating subjects like Mathematics, Science, Technology, and Arts to foster interdisciplinary learning. We organize field trips and outdoor classes to connect theoretical knowledge with real-world applications. Collaboration with local clubs, associations, institutions, and companies is key to enhancing students' learning experiences. Partnerships with STEM-focused organizations, ecological groups, and local businesses provide students with hands-on learning opportunities, helping them develop green skills and STEM knowledge. These activities also promote social inclusion, cultural awareness, and emotional well-being, addressing challenges faced by both students and teachers. Additionally, we offer extracurricular programs that encourage students to explore their passions, build practical skills, and form connections with their community. We wish to share our knowledge with others and get new ideas from collaborating partners.

What profiles and age groups of learners are concerned by the organisation’s work?

Our school is attended by learners from age 6-15. We also have children with special needs and children from difficult socioeconomic background. We wish to include children from age 12-15 to mobilities and others in activities at school.
Our students have very little contact with different cultures. Most of our students are Slovenian, Christian and they know or see very few people from other countries, other cultures, religion, ethnic groups and so it is difficult to really teach them about value of diversity, acceptance of all people. By travelling and accepting guests from
other culture thein gain so much, the value, the experience, the knowledge and we wish to help create opportunities for them (and us) to grow.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

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	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	1	0	0	0

Newcomer organisation	Yes
Less experienced organisation	Yes
First time applicant	Yes

Would you like to make any comments or add any information to the summary of your organisation's past participation?

We have participated in 2 projects so far: one dealing with a heathy life-style and the other with cultural emphasis. Travelling around Europe with students has proved to be exciting for both students and teachers. On our travels the students we wanted to include them in the whole process of traveling, how to book tickets and how to check for schedules and it has proven to be very exciting for them. We have opened a whole new world for them and for that they are extremely grateful.
We are also grateful for all the obstacles and little problems that we had on the way. Small problems, after solving them, make us richer in experience and we will have more ideas about what to do the next time. As a teacher and also as a student we become more flexible, more ready to adapt in a certain situation and also quick to react.
We believe that these travels have had a great impact on the students' motivation to learn languages, we even see that in between the mobilities students keep in touch on Instagram. They are chatting all the time and in this way they are building expectation of their visits and they look forward to them even more. We have also seen a change and the teachers' motivation. At first a lot of them were reluctant to travel, afraid. We all started this project during highest of Corona season and everybody was afraid to travel, however after the 2 years have passed and all the other teachers have seen how this project takes place and the role it has in our school, they see that it's nothing to be afraid of and they are showing more interest in participating and also more interest in traveling themselves. We have seen great changes in our school and we are very excited to continue. After or before travelling to another country we also talk about mobilities to younger students. We also tell them that when they are old enough and if they will show interest they will also be able to travel. We check the countries on the map, we check what these countries are famous for and what languages they speak. In this way we also motivate them to want to learn, to want to know about these countries and we think it's a great way to build connections between students from different countries and countries in general.
One thing that is quite problematic in Slovenia, especially with people from small towns like our town is, that there isn't much diversity between people. Such projects are a great opportunity for them to learn that even if people speak different language, if they look differently, if they behave differently, we can all get along, have a great time together and we can learn together from one another and that's why we are extremely excited to cooperate in more projects in the following years .

Partner Organisations

Organisation ID	Legal name	Country
E10175024	ALI HAYDAR ERSOY ORTAOKULU	Türkiye
E10017333	I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT))	Italy
E10009893	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola	Hungary

ALI HAYDAR ERSOY ORTAOKULU (E10175024 - TR)

Partner organisation details

Legal name	ALI HAYDAR ERSOY ORTAOKULU
Country	Türkiye
Region	İstanbul
City	ISTANBUL
Website	www.alihaydarersoy.meb.k12.tr

Profile

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

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Our school is deeply committed to fostering innovation and experiential learning. We aim to cultivate a positive educational atmosphere that will influence our students' present and future by teaching them 'how to learn to learn.' This approach involves sparking curiosity, encouraging self-directed inquiry, and promoting collaboration in an environment that values support and equality. Our goal is to equip our students for a society where knowledge, diversity, creativity, and harmony are paramount.
We strive to create a learning environment where students are eager to come to school by offering a high-quality education that not only facilitates learning but also enables students to apply the knowledge they gain. This approach fosters a passion for learning and active participation. Every child is important. We are proud of our policy that ensures every student feels safe, heard, and genuinely cared for.

What are the organisation's activities in the field of this application?

The teachers on our team are all experienced in their fields and have a good knowledge of the needs of their students. Our school attaches great importance to education outside the school walls and carries out out-of-school educational activities in parallel with our curriculum every year.
We are also willing to attend courses to improve ourselves and motivate our children. Curricular or extracurricular training is always supported and welcomed. We believe that in the digital age we are in, it is necessary for students to have concrete experiences by providing out-of-school teaching environments as well as virtual learning models. In this direction, as our teachers and students, we can ensure complete and permanent learning by sharing our own methods and experiences with our stakeholders abroad. We can work with high motivation on many issues to create the positive change that everyone needs and to achieve the goals of multi-nationality and multiculturalism.

What profiles and age groups of learners are concerned by the organisation's work?

We are a state school located in Kadıköy, Istanbul that provides education at secondary level which covers the 4 grades (5 to 8) before high school.
Our organization focuses on middle school students aged 10 to 14, with approximately 680 learners enrolled. The student body is diverse, encompassing a wide range of socio-economic, cultural, and ethnic backgrounds. This diversity is a key

aspect of our educational environment, as it allows us to tailor our activities to meet the varied needs and perspectives of our students. Our school's activities aim to provide equitable learning opportunities that cater to all students, ensuring that each child, regardless of their background, has the chance to succeed and fully participate in the educational process. This focus on inclusivity and diversity is crucial as it aligns with the broader goals of our project, which seeks to enhance educational quality through out-of-school educational activities.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

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	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	0	0	4	2

Newcomer organisation	No
Less experienced organisation	Yes

Would you like to make any comments or add any information to the summary of your organisation’s past participation?

Our school has had four Erasmus experiences; The first (Play with Me and Teach Me) was carried out between 2015 and 2018, the second (Physical Activity is the Key to a Healthy Life) was accepted in 2019, and the third (Open the Window of the Digital World) and fourth (Water Supporters) projects were accepted in 2020. We successfully completed our projects, which were postponed due to the pandemic, in the 2022-2023 academic year. We are all ready to start this project, we are sharing our ideas and practices with our colleagues.
Founded in Kadıköy, Istanbul in 2014, our school has a solid foundation in education with experienced teachers. The institution has 51 active teachers. We follow the Turkish curriculum consisting of 12 lessons and optional clubs. There are 680 students in 25 classes.
As our school policy, we support the values of respect, creativity, innovation and harmony for both teachers and students. We believe that learning in a democratic environment unleashes students' creativity and supports general education by giving everyone the responsibility to be active, progressive and innovative. By developing out-of-school teaching activities, we can achieve learning goals more effectively, successfully and easily.

I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (E10017333 - IT)

Partner organisation details

Legal name	I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT))
Country	Italy
Region	Sicilia
City	Motta Sant'Anastasia
Website	www.scuolamotta.it

Profile

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

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Our school includes kindergarten, primary and lower secondary school. It is a music-oriented Institute that boasts the presence of an Ensemble and a Choir which perform in events inside and outside the Institute. The teaching team draws up curricular and extracurricular projects to expand the educational offer, giving priority to the EU recommendation on Key competences for lifelong learning.
Our priority objectives:
1) Implement teaching activities to improve the results of the national standardized tests in Italian- Maths- English;
2) Implement strategies to reduce early school leaving;
3) Implement projects to combat all forms of discrimination, bullying and cyberbullying by developing responsible behaviors inspired by knowledge and respect for legality, environmental sustainability, artistic heritage and cultural activities;
4) Implement projects on school inclusion;
5) Develop skills in active and democratic citizenship through the enhancement of intercultural education.

What are the organisation's activities in the field of this application?

Through this project we intend to experiment with an alternative teaching method that goes beyond traditional classroom learning.
School inclusion of students with fewer opportunities is one of the priorities of our school. Students are involved in class activities with exercises, group work, role play, problem solving, self-assessment and control tests. In specific cases students are supported by a support teacher for a number of hours scheduled according to their needs.
We take into account the objectives of the 2030 Agenda for Sustainable Development such as food education, health and well-being, environmental sustainability, peace education, recycle and creative reuse, energy saving which educate students to develop critical thinking and the ability to act for change. Our Institute offers Mentoring and school Orientation programs to the vulnerable students in order to prevent early school leaving phenomena and guarantees adequate educational didactic support.

What profiles and age groups of learners are concerned by the organisation’s work?

This project will involve students from the final year of our primary school and students from lower secondary school. Students with fewer opportunities and SEN will have a predominant role and will be involved in mobility activities. The students are aged 10/ 13. The Erasmus staff, the Headmaster, the Headmaster's collaborators, the secretarial staff, the language teachers and the curricular teachers, the parents, the administrative staff, the stakeholders will have a role in the success of the project. The school community will be present and active during the activities of welcoming the delegations.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

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	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	0	0	3	0

Newcomer organisation	Yes
Less experienced organisation	Yes

Would you like to make any comments or add any information to the summary of your organisation’s past participation?

Institute has participated in the projects "On the road with the Normans" and "Everyone is someone" approved and funded in 2019 and 2020, which had been postponed due to the pandemic, but which we managed to carry out in the 21/22 and 22/23 school years. The projects represented important opportunities for professional training for the teaching staff and for educational-didactic and human growth for the students, with a view to internationalizing the school, experimenting with cutting-edge organizational and teaching models. The teachers shared the preparatory phase for the activities for several months, in particular with regard to the hospitality of the groups from other EU countries and Turkey involved in the two projects. As part of the project "On the road with the Normans", our Institute hosted a French and two Spanish delegations from 06 to 10 December 2021. Afterwards, our Institute went to Biar (Spain) for the closing of the project, with a delegation of 21 members. The participation of the Greek delegation took place through remote connections, due to restrictions caused by the pandemic.
The project "Everyone is someone", with the Covid restrictions having fallen, took place regularly with all the mobility and activities planned during the 22/23 school year, in particular we hosted delegations from Estonia, Lithuania, Poland, Greece and Turkey from 06 to 10 February 2023. They were stunning experiences for both teachers and students, a unique and unforgettable opportunity for everyone. These cultural exchanges gave rise to a special bond, full of emotions born unexpectedly and in a completely natural and spontaneous way. The affectionate smiles with which we were welcomed, the welcome we gave to those who honored us with their presence in Sicily, the friendliness of colleagues and foreign students and the mutual sharing of educational and teaching styles. They were moments of joy spent among travel companions, unique experiences from a human and formative point of view.
We believe that the meaning of the mobility promoted by the Erasmus Project is to live community experiences, coming into contact with different places and cultures, with colleagues of other nationalities, to encourage meetings and cultural exchange. An experience that requires openness and availability towards different cultures and school organizations, in order to stimulate one's own knowledge and skills, not only linguistic. All of this is then brought back to one's own school, both with students and colleagues, to share the experience lived on an educational and teaching level, to let them know the characteristics of another country, implement the ability to develop and strengthen citizenship skills understood in the European sense of Erasmus+ projects.
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Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (E10009893 - HU)

Partner organisation details

Legal name	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola
Country	Hungary
Region	Heves
City	Eger
Website	http://szentimre-suli.hu/

Profile

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

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

For more than 15 years, the teaching staff of our school has been paying great attention to the development of environmentally aware behaviour, which is a key educational objective in our pedagogical programme. In the spirit of recycling, twice a year we organise a paper collection and electronics collection. As a 10-year tradition, we organise our annual Family Weekend in the spirit of sustainability. English is taught from the first year of primary school and at the advanced level in upper primary school. In addition to talent management, there is an emphasis on integration in our school. The European dimension is included in our teaming and curriculum content. We have developed an educational program that gives priority to the development of pupils' language, digital, social and environmental skills such as social competencies.

What are the organisation's activities in the field of this application?

All Year 6 students participate in a one-week forest school programme. Forest School is an important and valuable dimension to the children’s school experience. Their Forest School activities are designed to develop self-belief, self-confidence and self esteem through hands on learning experiences using natural materials.
Moreover, our school has a long tradition of educating students about the environment and nature, both in and out of class. We also use innovative and motivation methodologies to stimulate the students interest in this topic, such as STEM methodologies, collaborative and peer learning, learning by doing, learning through experiments, learning in nonformal environments.
There is a strong presence on the eTwinning platform and staff highly motivated in matters of European integration and cooperation. They apply innovative teaching methods and there is a strong willingness to host partners and follow our program as described elsewhere in this application.

What profiles and age groups of learners are concerned by the organisation’s work?

We have 750 pupils between the age of 6-15. There are students from Eger and the surrounding area. Our 5-hour English students are motivated, speak a foreign language appropriate to their age group, communicate well and are eager to learn. The children are engaged in sustainability issues from kindergarten age, have a critical attitude, and understand and support our green programs. Many of our students are certified athletes and are guaranteed to catch up.
The year groups are collaborative, with outstanding talents in several fields of study.
Students are keen to participate in academic competitions and achieve well. Our student council has been working well for many years, ensuring a good rapport between students and teachers.
The number of pupils with special needs and behavioral problems is increasing. Their catching-up is ongoing and their progress is visible in many areas.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

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	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	3	2	6	0

Newcomer organisation	No
Less experienced organisation	Yes

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Since 2003, our school has regularly taken part in national, international projects. The European dimension of education is integrated into the local curricula. Our students have great chances and opportunities to participate in international projects to actively shape the future of Europe. Erasmus+ has helped us to our school to become a truly European school, making a real difference to the lives of our pupils and the community. So far we have developed 4 Erasmus KA229 projects, 2 Erasmus KA1 projects and 7 eTwinning projects. Their impact and results have greatly improved the quality of the educational work in the school, the intercultural and social skills of our students and teachers, and the quality of the teaching and learning environment. All activities helped to overcome exclusion and prejudice. Through mobility projects in other countries, our students collaborated with their peers, improved their English and intercultural skills. We found that we need to open up the classrooms and the school to new educational experiences. Erasmus broadened the horizons not only of the teaching staff but also of the students and families of both those who participated in the trips abroad and those who hosted our partners. We have welcomed teachers from other countries to our school who observed our way of working and transferred their own experiences to us.

Cooperation arrangements

How was the partnership formed? What are the strengths that each partner will bring to the project?

The partnership was formed upon a project partnership call on ESEP-eTwinning Platform based on willingness to work on the theme of 'Learning Outside School Classrooms' on a new Erasmus+ project. Apart from the willingness of partners, the age level of schools, the capacity of involving teachers and students in project activities, their established connections with external stakeholders were taken into consideration to work on this project.
The strengths of the consortium include:
1. Experience of the partner schools: all the partners are schools with less experience, which displays that all the partners are suitable for a small-scale partnership.
2. Potential to reach external stakeholders and develop new learning settings and scenarios
3. Slovenia-coordinator: The quality of the teachers and their commitment contribute actively to the project. All the teachers are looking for new ways of using their experience and for improving the educational process as well as the involvement of the school in the community, changing the role of the school in the society.
4. Ali Haydar Ersoy school from Turkiye is a school located in İstanbul and has strong connections with organisations/external stakeholders (municipality, museums, permaculture NGOs, STEM centers, etc.) and will contribute to this project with this. Will cooperate with Istanbul Modern Museum for STEAM workshops, will provide perma-culture experience with learning methods in school education.
5. Hungary: All Year 6 students participate in a one-week forest school programme. Forest School is an important and valuable dimension to the children's school experience at our school. Their Forest School activities are designed to develop self-belief, self-confidence and self esteem through hands on learning experiences using natural materials. Over time the activities are proven to develop a child's learning capacity, enthusiasm, communication, problem-solving skills and emotional well-being. They have high expertise in matters of international collaborations, a strong presence on the eTwinning platform and staff highly motivated in matters of European integration and cooperation . They apply innovative teaching methods and there is a strong willingness to host partners and follow our program as described elsewhere in this application.
6. Italy: is a music-oriented Institute that boasts the presence of an Ensemble and a Choir which perform in events inside and outside the Institute. School inclusion of students with fewer opportunities is one of the priority objectives of the school. The Institute carries out digital and methodological training courses for teachers on STEM and Multilingual skills through NRRP and events held by international experts, seminars, and courses.

How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?

To ensure a sound management, the partnership foresees to work in harmony as it was succeeded during the project proposal period.
The project coordinator - (P1-SI) will take responsibility for the project management and coordination. There will be one responsible person dedicated to the Project Coordination (PC) who will be in charge of the project coordination day by day and the main contact person among partners and the NA. All other partners will assign one representative (contact person) to work in contact with the PC for the project management. This will be the Management Team (MT)of the project. The MT will be having regular management meetings online and face-to-face when possible during the activities and reporting. Moreover, the main communication will be going on through webtool like email, chat groups (whatsapp), etc. All partners, by sharing responsibilities of the project activities will work in collaboration and in a sound communication.
P1 will be responsible for taking active part in all project activities. Will lead A1 and will ensure a sound management and communication among partners. Will create a timeline (Project Activities Gannt Chart) and during the project lifetime, the partnership will follow the steps and make sure all the proposed activities are doing in line with the application. P1 will create a google drive folder to have a common online workspace where partners will find all the project documentation regarding:
1. Management (including general documents such as the proposal, budget, timeline, and others)
2. Project Activity documents
3. Follow-up (including dissemination, assessment, and sustainability).
4. Partner agreements
P2-Turkiye will be responsible for taking active part in all project activities. Will lead A2-Research and Online Teacher Workshops.
P3-Italy will be responsible for taking active part in all project activities. Will lead the dissemination of the project activities and results.
P4-Hungary will be responsible for taking active part in all project activities. Will lead quality evaluation activities; quality evaluation of the project management, assessment of Activities and results will be carried out under the leadership of P4.
A virtual project kick-off meeting will be held and some project management issues will be discussed and planned like project timeline, roles and tasks, budget management, etc. There will be management meetings -online- before each activities start - A2,A3,A4,A5,A6.
And a final project management meeting will be held online to work on the project final report. Constant communication through emails and a whatsapp group will be ensured.

Please describe how you will use Erasmus+ platforms for preparation, implementation or follow-up of your project?

First of all, the European School Education Platform (ESEP) has been used to reach project partners since it provides a wide range of school network. Moreover, it has been a helpful source to work on the project theme thanks to the surveys, publications and research reports.
Therefore, during the project, the partnership intends to make effective use of ESEP platform actively for:
1. working on the project objectives through publications and research reports
2. working on the project theme of 'learning outside classrooms'.
3. connect teachers and students and create virtual interaction through eTwinning. An eTwinning project will be created and teacher and students interaction between partners will be enhanced.

Please describe the tasks and responsibilities of each partner organisation in the project.

First of all, all the partner school will take part in all project activities so they are all responsible for the requirements of the project activities described in the proposal.
In order to ensure a sound management, the partnership agreed an distribution of responsibilities.
Distribution of responsibilities among partners: Slovenia -P1 will be responsible for the project management and coordination by ensuring a sound cooperation among
partner. The tasks that P1 will lead are:
1. Signing partner agreements
2. Project Management by following the proposal, budget, timeline, etc)
3. Project Activity documents - results like presentations, reports, student works
4. Follow-up(including dissemination, assessment, and sustainability).
5. Keeping all the documents to report to the NA
P1 will also be responsible for hosting A3 - Outdoor Learning Settings in Slovenia.
P2-Turkiye will lead A2-Research and Online Teacher Workshops and will be responsible for providing necessary documentation and planning to P1. P2 is also responsible for hosting A6 - Outdoor Learning Settings in Turkiye.
P3 will lead the dissemination of the project activities and results based on a plan decided in the partnership. P3 is responsible for planning the dissemination activities, carrying out project dissemination and reporting to P1. However, all the partner schools are also responsible for dissemination of the project in their local. P3 is also responsible for hosting A4 - Outdoor Learning Settings in Italy.
P4 will lead quality evaluation activities; surveys and works of quality evaluation of the project management, assessment of activities and results will be carried out under the leadership of P4. P4 is responsible for planning, implementing and reporting these works to P1. P4 is also responsible for hosting A5 - Outdoor Learning Settings in Hungary.

Activities

All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.

In the following sections, you are asked to provide details about each project activity.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please include in the section below all planned activities and indicate the grant amount allocated to each one. Keep in mind that the total amount should be equal to the Project lump sum requested.

Activity Title	Estimated start date	Estimated end date	Activity duration (in days)	Grant amount allocated to the activity (EUR)
A1.Project Management and Dissemination	01/10/2025	30/09/2027	730	6 280,00
A2. Research on Outdoor Learning Practices and Online teacher workshops	15/10/2025	31/01/2026	109	3 500,00
A3. Outdoor Learning Settings in Slovenia	23/02/2026	27/02/2026	5	12 360,00
A4.Outdoor Learning Settings in Italy	18/05/2026	22/05/2026	5	12 750,00
A5. Outdoor Learning in Settings Hungary	12/10/2026	16/10/2026	5	12 360,00
A6. Outdoor Learning Settings in Türkiye	19/04/2027	23/04/2027	5	12 750,00
Total			**859**	**60 000,00**

Activity Details (A1.Project Management and Dissemination)

Please complete the following table

Activity Title	A1.Project Management and Dissemination
Venue	Other
Estimated start date	01/10/2025
Estimated end date	30/09/2027
Leading Organisation	Osnovna šola Boštanj
Participating Organisations	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (Hungary) I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (Italy) ALI HAYDAR ERSOY ORTAOKULU (Türkiye)
Grant amount allocated to the activity	6 280,00 €

Describe the content of the proposed activity.

The project coordinator - (P1) will take responsibility for the project management and coordination including contractual issues, technical and administrative aspects, finance and communication. There will be one person who will be in charge of the project coordination day by day. This person will also be a contact person to communicate with the NA and with all partners.
The project partners P2 (Türkiye), P3 (Italy) and P4 (Hungary) will also appoint one project coordinator for the whole project lifetime to act as the main contact person and collaborate with the Coordinating partner-P1 in all project activities regarding management and dissemination. Therefore there will be a Project Management team in which there will be at least one person in charge with all managemental activities.
In order to Dissemination Activities, the partnership will appoint again one teacher to plan and then be responsible for the dissemination of the project activities and results. This will make a Dissemination Team. A dissemination plan will be drafted by this team and dissemination activities will be carried out following this plan by all partner organisations.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

This activity's main target group is the teachers and all educational and administrative staff of the partner schools.
Also all project target groups listed in the Project description section will be the indirect target group of this activity.
The project coordinator is the leader of this activity and all other partners will take part in it by appointing at least 1 representative in the Project Management Team and 1 representative for the Dissemination Team.

Explain how is this activity going to help to reach the project objectives.

The project management encompasses technical, administrative, financial and communicational aspects of the project as well as external relationships between the project and the NA. The Project's coordinator will lead this activity but will be assisted by all project partners. This WP has the following objectives:
• Ensure effective planning, implementation, coordination, and achievement of the project activities, including timely implementation of activities and production of outputs.
• Coordinate quality control for project outputs and help the partnership achieve their project objectives.

Describe the expected results of the activity.

A successful project implementation and successful partnership will be the main results of this activity.
Moreover, meeting agendas and minutes, dissemination materials (posters, visuals, presentations, etc.), administrative documents will also be among the results
of this project.

Please describe how you determined the grant amount attributed to this activity.

The total budget allocated to this Activity is 6280 euros.
Slovenia : 3280 Euro - to lead the activity and enable project management. To carry out all the project activities and dissemination of the results.
Turkiye: 1000 Euro - to carry out all the project activities and dissemination of the results.
Hungary: 1000 Euro - to carry out all the project activities and dissemination of the results.
Italy: 1000 Euro - to carry out all the project activities and dissemination of the results.

Activity Details (A2. Research on Outdoor Learning Practices and Online teacher workshops)

Please complete the following table

Activity Title	A2. Research on Outdoor Learning Practices and Online teacher workshops
Venue	Virtual activity
Estimated start date	15/10/2025
Estimated end date	31/01/2026
Leading Organisation	ALI HAYDAR ERSOY ORTAOKULU (Türkiye)
Participating Organisations	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (Hungary) I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (Italy) Osnovna šola Boštanj (Slovenia)
Grant amount allocated to the activity	3 500,00 €

Describe the content of the proposed activity.

This activity includes two phases:
1st phase: RESEARCH: all partner schools will do a research on country specific implementations about learning activities outside the classroom. They will search for the policy and strategy documents and look for good practices in their countries. Moreover, each school will make research on facilities, external stakeholders to collaborate to design/create learning activities outside classroom and draft presentations and good practices documents.
2nd phase: 6-hour Online teacher workshops on learning activities outside the classroom and external stakeholders. During the workshop:
1. Each school will present their research results, good practices and available facilities and stakeholders to collaborate for various learning activities.
2. Each school will develop 2 learning scenarios for “learning outside the classroom” and present them during online meetings. The focus in learning scenarios will be: inclusion of nature, inclusion of STEM activities, inclusion of arts&culture based activities in location like museums, etc. Therefore, a variety of activities will be developed and later implemented during the project.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group of this project is the teachers of four partner schools.
At least 3 teachers from each school, total 12 teachers will be taking active part in this activity.
The results will provide benefit to both teachers and thanks to upcoming activities the students. The teachers will have a detailed report on teaching and learning outside school and will develop and be able to use learning scenarios.
The students will experience the learning scenarios developed during this activity in the later activities of the project.

Explain how is this activity going to help to reach the project objectives.

This activity is directly related to the very objective of this project about promoting opportunities for schools and teachers to design new ‘learning settings’ or discover ‘learning spaces’ in order to support engaging, authentic, and real-world learning, especially when collaborating with external stakeholders. Thanks to the research and teacher workshop activities, the school teachers will collaborate with external stakeholders. Then, they will create learning scenarios and design learning settings that are outside school.
This activity will empower teachers by offering a new perspective towards learning beyond the school walls. The research phase and the design phase will motivate teachers for exploring and collaborating with local stakeholders. They will find and study good practices and get the motivation and inspiration.
By including STEM activities, this project will teachers and student develop STEM experience.
By carrying the lessons to the nature and including green skills, this project will also help teachers and student improve green skills and ecological literacy.
By creating new and diverse learning settings, the project partnership fill find new and innovative ways for inclusion and diversity in teaching and learning.

Describe the expected results of the activity.

4 country specific research result document on “learning outside the classroom”
4 country presentations on “learning outside the classroom”
At least 8 learning scenarios (at least two from each partner school, mainly focusing on nature, STEM and arts&culture) with the purpose of “learning outside the classroom”.

Please describe how you determined the grant amount attributed to this activity.

The total budget allocated to this Activity is 3500 euros.
Türkiye: 1500 Euro - to lead the activity and organize virtual workshops and to include at least three teachers to the teacher workshops.
Slovenia: 1000 Euro - to include at least three teachers to the teacher workshops.
Hungary: 500 Euro - to include at least three teachers to the teacher workshops.
Italy: 500 Euro - to include at least three teachers to the teacher workshops.

Activity Details (A3. Outdoor Learning Settings in Slovenia)

Please complete the following table

Activity Title	A3. Outdoor Learning Settings in Slovenia
Venue	Slovenia
Estimated start date	23/02/2026
Estimated end date	27/02/2026
Leading Organisation	Osnovna šola Boštanj
Participating Organisations	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (Hungary) I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (Italy) ALI HAYDAR ERSOY ORTAOKULU (Türkiye)
Grant amount allocated to the activity	12 360,00 €

Describe the content of the proposed activity.

In this activity, at least two learning scenarios (developed during the previous works during A2) will be used with the participation of students and teachers from each partner country.
A foreseen activity plan for A4.Outdoor Learning Settings in Slovenia
1st Day
Welcoming by the Authorities and Stakeholders
Students' performance
Visiting our school
Welcoming show by our school
Learning setting in the outdoor classroom
2nd day:
Outdoor Learning: learning about the Middle ages at Sevnica Castle, visiting sites in Sevnica
3rd Day:
Outdoor Learning: Learning about old games at the local Ethnological museum, getting to know old tools for farming, shoemaking, old furniture and domestic tools.
In the afternoon- learning about the importance of sports in Slovenia, getting to know and trying out different sports.
4th Day:
Outdoor Learning:
Connecting with local companies (manufacturer of wooden products) and beekeepers to learn how to construct a flower bed, importance of beekeeping for the environment and gardening.
STEM workshop (bringing Math, Physics, Biology and Arts and Crafts together)
5th Day:
Feedback from students
Dissemination of the project results
Farewell lunch
Certificate Ceremony at school and presenting gifts

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group of this activity is students from 10 to 13 years old and teachers. At least 12 visiting students and 12 hosting students and 8 accompanying teachers will take part in the activities directly and are going to benefit from the results Moreover, all the school community, stakeholders who are partner in this project, parents and local community who support the project will get benefit of the activities and results.
Each school will include at least two participants with fewer opportunities in order to be more accessible and inclusive in project activities. The fewer opportunities may include students with social barriers, disabilities, learning

difficulties/differences, low economical background, dispatched families, geographical disadvantage or linguistic barriers. The results of these activities will be disseminated on school website,
facebook, Instagram, youtube channel and other local media in which the good practices will be illustrated.
Stakeholders to be collaborated are: Etnological museum, Castle and its museum, local Wood manufacturer company, Local Beekeper and honey-products company, local public institution that develops local
tourism, sports, youth and culture (Zavod KŠTM), Municipality of Sevnica and some local sports clubs will be involved in this project.

Explain how is this activity going to help to reach the project objectives.

The activities carried out will ensure that all the objectives of the project will be achieved. Creating partnerships with external stakeholders improves the professional skills of teachers as they will be a stimulus in the creation of new learning environments.
The Etnological museum represent connection of local culture, old items and knowledge of games the connection students can make with older generations to value their knowledge, their development and learn about the revolutionization of things in modern era. Introducing local wood manufacturer brings students' awareness of the companies in the vicinity, their potential as future employers or learning about the industry itself. Connecting with local beekeeper will shed light on the importance of bees in our nature, we are heavily dependant on bees to pollinate our gardens and fields to obtain crops. It will also teach students about ecosystems and importance of keeping our planet clean. It improves the green
skills of students through knowledge of biodiversity and the protection of natural ecosystems.
Students will be aware that learning is not the exclusive responsibility of the school, but can also take place in other formal and non-formal contexts, this will also be demonstrated at the Castle of Sevnica where they will learn a lot about the Middle ages. The entire activity promotes the inclusion of all students, even students with learning difficulties at risk of dropping out of school. It improves the performance of all students, including students with fewer opportunities.

Describe the expected results of the activity.

The expected results in this activity are:
-A learning scenario on ecology and sustainability
-A learning scenario on healthy life-style
-A learning scenario on enhancing the historical-cultural heritage
-Student works like videos, texts, visuals
It is expected that in our Institute the partnership with external stakeholders will become a constant practice as this has positive effects on the impact of daily activities and on the students' learning especially students in difficulties. Inclusion also passes through the ability to create relationships inside and outside the school by involving all the actors that get around education, in this context outdoor education becomes a highly inclusive model. Good practices will be spread so that they become educational practices for teachers and good opportunities for students to experience the same activities in an international context. Furthermore, students exposed to a multilingual context will improve their language performance.

Please describe how you determined the grant amount attributed to this activity.

The total budget allocated to this Activity is 12360 euros.
Turkiye: Total: 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Hungary: Total: 3860 Euro - for 4 students 2 teachers 210 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Italy: Total: 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.

Activity Details (A4.Outdoor Learning Settings in Italy)

Please complete the following table

Activity Title	A4.Outdoor Learning Settings in Italy
Venue	Italy
Estimated start date	18/05/2026
Estimated end date	22/05/2026
Leading Organisation	I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (Italy)
Participating Organisations	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (Hungary) ALI HAYDAR ERSOY ORTAOKULU (Türkiye)

	Osnovna šola Boštanj (Slovenia)
Grant amount allocated to the activity	12 750,00 €

Describe the content of the proposed activity.

In this activity, at least two learning scenarios (developed during the previous works during A2) will be used with the participation of students and teachers from each partner country.
A foreseen activity plan for A4.Outdoor Learning Settings in Italy
1st Day
Welcoming by the Authorities and Stakeholders
Students' performance
Visiting our school
Concert by the Ensemble of our school
Learning setting in the Norman Castle
2nd day:
Outdoor Learning: The inter-university research center carries out awareness-raising, information and environmental education activities for students. During the outdoor education activities students experiment some protected natural areas in which they discover the wonderful world of biodiversity and the safeguard of the natural ecosystem: workshops and virtual tour will be conducted.
Visiting Catania and its main touristic sites
3rd Day:
Outdoor Learning: The local library, as a public space open to the community, represents a fundamental partnership in the development of outdoor activities. During the outdoor education in library students will be involved in reading books and in creative writing workshops.
Visiting Taormina and sightseeing in the city
4th Day:
Outdoor Learning: The partnership with the Pro Loco association allows activities outside the classroom and to introduce the area through visits to the major archaeological, naturalistic, historical, architectural sites with a view to enhancing the historical-cultural heritage. The outdoor education activities aim to raise awareness of the protection, traditions and safeguarding of the extraordinary heritage of the local area. The activities will be proposed in an interdisciplinary connection with history and geography and will promote knowledge of local uses, customs and traditions.
STEM workshop
5th Day:
Feedback from students
Dissemination of the project results
Farewell lunch
Certificate Ceremony at school and presenting gifts

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group of this activity is students from 10 to 13 years old and teachers. At least 12 visiting students and 12 hosting students and 8 accompanying teachers will take part in the activities directly and are going to benefit from the results Moreover, all the school community, stakeholders who are partner in this project, parents and local community who support the project will get benefit of the activities and results.
Each school will include at least two participants with fewer opportunities in order to be more accessible and inclusive in project activities. The fewer opportunities may include students with social barriers, disabilities, learning difficulties/differences, low economical background, dispatched families, geographical disadvantage or linguistic barriers.
The results of these activities will be disseminated on school website,
facebook, Instagram, youtube channel and other local media in which the good practices will be illustrated.
Stakeholders to be collaborated are: library, local Council, Pro loco (voluntary organization that promotes and develops local tourism and local culture) will be involved in this project.

Explain how is this activity going to help to reach the project objectives.

The activities carried out will ensure that all the objectives of the project will be achieved. Creating partnerships with external stakeholders improves the professional skills of teachers as they will be a stimulus in the creation of new learning environments.
The library, for instance, represents for students a place of social aggregation where they can socialize with other students and conduct research having access to books, newspapers, the internet. Introducing the local library among the stakeholders means providing significant educational experiences outside the classroom context.
Students will be aware that learning is not the exclusive responsibility of the school, but can also take place in other formal and non-formal contexts. It promotes the inclusion of all students, even students with learning difficulties at risk of dropping out of school. It improves the performance of all students, including students with fewer opportunities. It improves the green skills of students through knowledge of biodiversity and the protection of natural ecosystems.

Describe the expected results of the activity.

The expected results in this activity are:
-A learning scenario on biodiversity and the safeguard of the natural ecosystem
-A learning scenario on reading books and creative writing
-A learning scenario on enhancing the historical-cultural heritage
-Student works like videos, texts, visuals
It is expected that in our Institute the partnership with external stakeholders will become a constant practice as this has positive effects on the impact of daily activities and on the students' learning especially students in difficulties. Inclusion also passes through the ability to create relationships inside and outside the school by involving all the actors that get around education, in this context outdoor education becomes a highly inclusive model. Good practices will be spread so that they become educational practices for teachers and good opportunities for students to experience the same activities in an international context. Furthermore, students exposed to a multilingual context will improve their language performance.

Please describe how you determined the grant amount attributed to this activity.

The total budget allocated to this Activity is 12750 euros.
Slovenia: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Turkiye: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Hungary: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.

Activity Details (A5. Outdoor Learning in Settings Hungary)

Please complete the following table

Activity Title	A5. Outdoor Learning in Settings Hungary
Venue	Hungary
Estimated start date	12/10/2026
Estimated end date	16/10/2026
Leading Organisation	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (Hungary)
Participating Organisations	I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (Italy) ALI HAYDAR ERSOY ORTAOKULU (Türkiye) Osnovna šola Boštanj (Slovenia)
Grant amount allocated to the activity	12 360,00 €

Describe the content of the proposed activity.

In this activity, at least two learning scenarios (developed during the previous works during A2) will be used with the participation of students and teachers from each partner country.
The content of A5.Outdoor Learning Settings in Hungary includes the activity plan drafted below:
1st day:
Warm-up games and introduction activities will be organised.
All teachers present their good practices on Field studies that were previously searched and collected. Then the host school presents their developments in the curriculum related to STEAM subjects. A STEAM based learning scenario will be presented to students.
2nd day:
Students in transnational teams will be taken on field trips to local ecosystems (forests). They will be encouraged to observe, collect data, and analyze various aspects like biodiversity, population dynamics, or environmental factors.
A learning scenario will be developed including some activities for students to join.
3rd day:
In collaboration with the local community we will also arrange a Community Cleanup Day where students gather in local parks to collect litter and learn about the impact of pollution on ecosystems.
4th day:
Adventure-based challenges: Students will take part in adventure-based activities like rock climbing, orienteering, and ropes courses.
5th day:
Historical site visits: Students will be taken to local historical sites, landmarks, or museums where they can explore artifacts,

interpret exhibits, or engage in guided tours.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group of this activity is students from 10 to 13 years old and teachers. At least 12 visiting students and 12 hosting students and 8 accompanying teachers will take part in the activities directly and are going to benefit from the results Moreover, all the school community, stakeholders who are partner in this project, parents and local community who support the project will get benefit of the activities and results.
Each school will include at least two participants with fewer opportunities in order to be more accessible and inclusive in project activities. The fewer opportunities may include students with social barriers, disabilities, learning difficulties/differences, low economical background, dispatched families, geographical disadvantage or linguistic barriers.
The results of these activities will be disseminated on school website,
facebook, Instagram, youtube channel and other local media in which the good practices will be illustrated.
Stakeholders to be collaborated are: museums, library, local Council and the local community, NGOs will be involved in this project.

Explain how is this activity going to help to reach the project objectives.

Outdoor education activities give us a great chance to combine different subjects while we learn. The main aim of the activity is to study how outdoor activities in science foster a deeper understanding of natural phenomena and ecological systems.
Promoting environmental awareness and sustainability is important in outdoor education. When students go outside and learn in nature, it helps them understand and care about the environment. Teachers can implement practical ideas and projects that engage students actively in environmental conservation.
The hands-on activities foster a sense of responsibility and teaches students the importance of keeping our environment clean.
Outdoor based challenge activities will foster problem-solving skills, risk assessment, resilience, and personal growth.
Align these activities with standards related to adventure education, personal development, or risk management.
Historical site visits will encourage them to analyze primary sources, make connections to historical events, and develop historical thinking skills. They also will learn about cultural heritage.

Describe the expected results of the activity.

The expected results in this activity are:
-A STEAM based learning scenario
-A learning scenario on ecosystems (nature learning/forest learning)
-Student works like videos, texts, visuals
It is expected with this activity that students and teachers will gain more insight about STEAM activities, and will build stronger connections with the nature.
Collaborating with stakeholders and the local community will begin more reachable for our teachers to collaborate in creating learning activities outside classrooms.

Please describe how you determined the grant amount attributed to this activity.

The total budget allocated to this Activity is 12360 euros.
Slovenia: Total 3860 Euro - for 4 students 2 teachers 210 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Turkiye: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Italy: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.

Activity Details (A6. Outdoor Learning Settings in Türkiye)

Please complete the following table

Activity Title	A6. Outdoor Learning Settings in Türkiye
Venue	Türkiye
Estimated start date	19/04/2027
Estimated end date	23/04/2027
Leading Organisation	ALI HAYDAR ERSOY ORTAOKULU (Türkiye)
Participating Organisations	Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Alapfokú Művészeti Iskola (Hungary)

	I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT)) (Italy) Osnovna šola Boštanj (Slovenia)
Grant amount allocated to the activity	12 750,00 €

Describe the content of the proposed activity.

In this activity, at least two learning scenarios (developed during the previous works during A2) will be used with the participation of students and teachers from each partner country.
The content of A6.Outdoor Learning Settings in Türkiye includes the activity plan drafted below:
1st Day
Welcoming by the School teachers and students and Stakeholders,
Folk dance from school kids, school choir concert & school tour
Learning setting in Rose Garden-Göztepe Park and in the coast of the Marmarian Sea for Outdoor Learning in Arts - Marbling workshop, Traditional Turkish Art, building bridges between nature and arts.
2nd day:
Outdoor Learningon history and culture: Discovering the Historical Peninsula of Istanbul: Topkapi Palace, Gulhane Park, The
Cistern Basilica.
3rd Day:
Introduction of out-of-school education environments prepared by the Istanbul Provincial Directorate of National Education.
Outdoor learning: Rumeli Fortress Museum tour. Students will be informed about the story of the construction of the Rumeli Fortress located on the Bosphorus, will be introduced to the architecture of the construction of the fortress, and will build their own small fortresses in groups by making mathematical calculations about the characteristics of the area where it was built.
4th Day:
Outdoor Learning: Workshops with permaculture, waste-free living, compost toilet and an ecological farm will be held during Permacamp Experience. A learning scenario on permaculture and sustainability will be designed collaborating with a permaculture organisation in a forest of Istanbul.
-Yoga activity
5th Day:
Ataturk Culture Center-Music Platform Tour to the rich history of Turkish music with three separate exhibitions called "The World in Us, Us in the World", "Turkish Instruments" and "Respect to the Masters" in AKM Music. Platform.
A body percussion activity will be held in Taksim Gezi Park, where everyone will perform their own body and voice, the instrument they are born with.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group of this activity is students from 10 to 13 years old and teachers. At least 12 visiting students and 12 hosting students and 8 accompanying teachers will take part in the activities directly and are going to benefit from the results directly. Moreover, all the school community, stakeholders who are partner in this project, parents and local community who support the project will get benefit of the activities and results.
Each school will include at least two participants with fewer opportunities in order to be more accessible and inclusive in project activities. The fewer opportunities may include students with social barriers, disabilities, learning difficulties/differences, low economical background, dispatched families, geographical disadvantage or linguistic barriers.
The results of these activities will be disseminated on school website, facebook, Instagram, youtube channel and other local media in which the good practices will be illustrated.
Stakeholders to be collaborated are: AKM Music Platform, permaculture organisations&NGOs, Local council, Arts organisations, Museums.

Explain how is this activity going to help to reach the project objectives.

This activity will contribute to that all the objectives of the project will be achieved to a certain extend.
First of all, teachers will creating partnerships with external stakeholders like several museums, AKM Music Platform, permaculture organisations, Local Council and NGOs. Moreover, teachers through creating learning settings and scenarios for this specific activity will improve their professional skills.
The main aim of the activity is to study how different learning environments like museums, parks and the nature will foster a deeper understanding of sustainability, ecological literacy, historical heritage, arts, etc.
Promoting environmental awareness and sustainability is important in outdoor education. When students go outside and learn in nature, it helps them understand and care about the environment. Teachers can implement practical ideas and projects that engage students actively in environmental conservation.
The music and arts activities will increase the sense of responsibility in students and teaches students the importance of building bridges between arts and life. Historical site visits will encourage them to analyze primary sources, make

connections to historical events, and develop historical thinking skills. They also will learn about cultural heritage.
Outdoor based activities will also enhance problem-solving skills, risk assessment, resilience, and personal growth.

Describe the expected results of the activity.

The expected results in this activity are:
-A learning scenario on nature and arts, ecology
-A learning scenario on music
-A learning scenario on historical-cultural heritage-STEM included
-Student works like videos, texts, visuals

Please describe how you determined the grant amount attributed to this activity.

The total budget allocated to this Activity is 12750 euros.
Slovenia: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Hungary: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.
Italy: Total 4250 Euro - for 4 students 2 teachers 275 euros for travel per person and 350 euros per a student, 600 per a teacher as daily allowance.

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described project activities and their estimated cost.

Activities	Estimated cost (EUR)
A1.Project Management and Dissemination	6 280,00
A2. Research on Outdoor Learning Practices and Online teacher workshops	3 500,00
A3. Outdoor Learning Settings in Slovenia	12 360,00
A4.Outdoor Learning Settings in Italy	12 750,00
A5. Outdoor Learning in Settings Hungary	12 360,00
A6. Outdoor Learning Settings in Türkiye	12 750,00
Total	60 000,00

Project lump sum	60 000,00 €

Impact and Follow-up

How will you know if the project has achieved its objectives? What tools or methods will you use?

Through this project, we aim to implement an alternative teaching method that extends beyond traditional classroom learning. By collaborating with external stakeholders, students will engage in both formal and non-formal educational environments outside the classroom. While partner schools already offer curricular and extracurricular projects, opportunities for learning beyond school walls remain limited to a few educational trips per year.
Measuring the Achievement of Project Objectives
To evaluate whether we have successfully achieved our objectives, we will assess the following key outcomes:

1. Development of learning resources:
- Creation of at least 8 structured learning scenarios for "learning outside the classroom."
- Compilation of 4 country-specific research documents analyzing alternative teaching approaches.

2. Teacher and student participation:
- A minimum of 12 teachers actively engaged in professional development workshops.
- At least 64 students participating in project activities to experience and apply the designed learning scenarios.

Assessment Tools and Methods
To systematically measure the impact of the project and the effectiveness of the proposed learning approach, we will implement the following assessment strategies:

1. Pre- and Post-Activity Surveys & Assessment Reports
- Surveys will be conducted before and after each key project activity (A2, A3, A4, A5, A6) to collect qualitative and quantitative data from participating teachers and students.
- The surveys will measure changes in perceptions, engagement, and learning outcomes.
- Collected data will be analyzed to produce assessment reports, providing insights into the effectiveness of each activity and highlighting areas for improvement.

2. Reflective Video Journals (Student & Teacher Interviews)
- After activities A3, A4, A5, and A6, participating students and teachers will be interviewed on camera to share their experiences.
- These "Reflective Video Journals" will capture their feedback, perspectives on learning, and suggestions for improving future learning scenarios.
- The video reflections will serve as qualitative evidence of project impact and will be shared within partner schools and educational networks.

3. Classroom Observation & Feedback Sessions
- Structured observation checklists will be used to assess engagement levels, student interaction, and the effectiveness of the applied methodologies.
- Teachers will also participate in feedback focus group sessions to discuss challenges, improvements, and future applications of the new methods.

By combining quantitative and qualitative evaluation methods, we will ensure a comprehensive assessment of the project's success in achieving its objectives. The collected data will guide further improvements and support the sustainability of alternative learning approaches beyond the project duration.

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

This project will mark the beginning of a new opening of the school to new innovative educational methodologies where learning takes place in new contexts "learning settings and learning spaces". It is expected that in our schools will build partnerships and collaborations with external stakeholders and this will become a constant practice as this has positive effects on the impact of daily school activities and on the learning especially with students in difficulties and students with lack of motivation.

School learning must be integrated with learning beyond classroom. The strength of learning beyond school walls benefits all students, but in particular SEN students who have learning difficulties in a formal environment such as school, but could benefit from training contexts other than the classroom. In fact, it is no longer possible to think of the classroom as the only place for learning, but it is necessary to give students the opportunity to acquire skills in other educational environments.

The strength of learning beyond school walls is given by students who have learning difficulties in a formal environment such

as the school one, but could benefit from learning in formal and nonformal contexts of other learning environments. The aim is to implement activities beyond classroom, using new learning environments in a systematic way to increase motivation in students, become an educational practice of the partner schools and improve the image of the them.

This project will involve stakeholders such as universities and research centers, public services and authorities, museums, libraries, local Councils, NGOs, natural parks, historical areas, etc. Once the schools start to get knowhow and have learning scenarios, the collaboration will continue with new learning settings and scenarios.
The project outcomes will be shared as open-source with any school and teacher who is willing to use them.

A follow-up project on KA220 could be developed in cooperation with some universities and/or NGOs and we can carry our project results one step forward.

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

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

In order to share results&activities of the project within our partner organisations, we will regularly transmitted information to the very main target groups of the project which are students, parents, and teachers all along the school year by posting regular news of the project's progress in the official communication sites of the schools (schools' webpages, eTwinning (Twinspace) platform, Facebook, Instagram, Youtube and Twitter); into the local radio, parents' meetings, speeches about the schools. There will also be an Erasmus corner in the school's hall with all the information about the project's progress and results. Teachers meeting will also be an important occasion to share the results of the project with colleagues at schools in the partnership.

To share the results in our local communities and in the wider public: All the project activities and results will be shared with many actors in the neighbourhood, the town hall, and other educative communities of our cities. We will:
- prepare press releases and share them to publish in local newspapers,
- use several promotional materials (clot bags, t-shirts, caps, pens, etc.) for local dissemination
- organize webinars and live events (virtual or face-to-face) for sharing project results,
- visit local authorities, NGOs, museums, etc. not only to collaborate but also to share the results.
- use Erasmus Program Logo and EU funding statements in every project result (audio-visual outputs).
- All partners will organize Erasmus Day celebrations and/or eTwinning events.

NGOs of the local communities who work in the education field and/or museums, learning centers will also benefit from this project since they will also have an opportunity to reach teachers and students in their activities and their own goals of contributing to education. This project, by enabling active involvement of several external stakeholders, will offer an opportunity for those stakeholders to find their target groups, to work with them for them.

Project Summary

Project Summary

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

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

Objectives: What do you want to achieve by implementing the project?

We want to achieve
-to promote new ‘learning settings’ or discover ‘learning spaces’ collaborating with external stakeholders
- to empower teachers with a new perspective towards learning beyond the school walls by developing activities/learning scenarios by making use of diverse learning spaces
- to let students experience learning is everywhere and will develop key competences
- to promote inclusion and diversity in all fields by enriching learning settings

Implementation: What activities are you going to implement?

The main activities are:
-A Research on Outdoor Learning Practices and Online teacher workshops to develop learning scenarios
-Four Learning Activities with students and teachers to be hosted by each partner school to let students experience outdoor learning settings.
-Dissemination activities/events.

Results: What results do you expect your project to have?

- A Research document on learning activities outside classroom and external stakeholders
- A collection of good practices
- At least 12 teachers will join online teacher workshops to discover and develop learning settings
- At least 64 students will be involved in learning activities outside school environment and experiment the learning settings

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

☑ I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights
☑ I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

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

File Name	File Size (kB)
DOH -častna izjava (4) (1).pdf	283
Total Size (kB)	**283**

Accession forms

Please download the accession forms, have them signed by the relevant legal representatives, and attach the signed forms here. You can attach a maximum of 90 documents.

Accession forms must be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
ACF -Accession Form_Hungary.pdf	306
ACF -Accession Form_Italy.pdf	1 185
ACF -Accession Form_Turkiye.jpg	193
Total Size (kB)	**1 685**

Other Documents

If needed, please attach any other relevant documents (a maximum of 6 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: List of National Agencies.

File Name	File Size (kB)
Total Size (kB)	**0**

Total Size (kB)	**1 969**

Checklist

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

☑ It fulfills the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: SI01 - CMEPIUS "Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja"

Original content and authorship

☑ I confirm that this application contains original content authored by the applicant and partner organisations.

☑ I confirm that no other organisations or individuals external to the applicant and partner organisations have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect your personal data

Submission History

Version	Submission time (Brussels time)	Submission ID
1	04/03/2025 16:01:05	1671134