



Application

Programme	Erasmus+
Action Type	KA120-SCH - Erasmus accreditation in school education (KA120-SCH)
Call	2024
Round	Round 1

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Context

Welcome to the application form for Erasmus accreditation in School Education

Before starting your application, you need to read the section of the Erasmus+ Programme Guide describing the rules for Erasmus accreditations. Please pay particular attention to:

- The rules for original content and authorship: your application must be written by your organisation. It is strictly forbidden to pay other organisations or external individuals for drafting the application on your behalf.
- The eligibility criteria: read the criteria carefully and consult the website of your National Agency to verify that your organisation is eligible for the field you have chosen (vocational education and training, school education or adult education). If you are not certain which field you can apply for, you should contact your National Agency for advice.

In addition to the above, you may find it useful to read the Programme Guide section about accredited mobility projects. That section describes how you will receive funding if your accreditation is approved.

The Erasmus+ Programme Guide is available on the Europa web: [here](#)

The list of Erasmus+ National Agencies is also available on Europa web: [here](#)

Before you start writing your application, we advise you to read through the entire application form to better understand its structure and connections between different sections. In the Programme Guide you can consult award criteria that will be used to evaluate your application – you should keep them in mind when writing your replies.

Each accreditation application covers only one field (school education, adult education, or vocational education and training). If you would like to apply for more than one field, you will need to submit separate applications. Submitting more than one application for the same field is not allowed. If your organisation is already accredited, you cannot apply again in the same field.

Successful applicants for Erasmus accreditation will gain simplified access to **Key Action 1** funding opportunities in their field for the duration of the accreditation's validity, under the conditions defined in the yearly calls for proposals published by the European Commission.

Field	School Education
National Agency	IT02 - Agenzia Nazionale Erasmus+ - INDIRE
Language used to fill in the form	English

Accreditation type

What kind of Erasmus accreditation would you like to apply for ?	Accreditation for an individual organisation
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Please note that you cannot submit separate applications as an individual organisation and a mobility consortium coordinator in the same field. Mobility consortium coordinators are allowed to organise mobility activities themselves, so there is no need for double applications.

Applicant Organisation

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](#)

Liceo Artistico P.Petrocchi Pistoia

Applicant organisation OID	Legal name	Country
E10097981	Liceo Artistico P.Petrocchi Pistoia	Italy

Applicant Organisation Details

Legal name	Liceo Artistico P.Petrocchi Pistoia
Country	Italy
Region	Toscana
City	Pistoia
Website	http://liceoartisticopistoia.gov.it

Background

This is a very important section. Giving informative and precise answers will let the persons assessing your application understand your context and your plans. Writing a good background will also help you when answering questions in the second part of the application.

Please keep in mind that the Programme is open to many kinds of organisations all over Europe. This application is designed to address all of them. Because of that, some questions may seem obvious or unnecessary to you. Even if it seems so, it is still very important that you give clear and precise answers. Make sure to read the questions carefully and to address all sub-questions. If some sub-questions are not relevant for your organisation, state so explicitly.

If you are applying on behalf of a larger organisation with multiple departments or sections, it is important that you clearly describe the structure of the entire organisation and explain which parts of the organisation are working in the field covered by this application. The field of the application is stated in the section 'Context' and can be adult education, vocational education and training, or school education.

Organisation Profile

The following information is completed based on the information linked to your organisation identification number (E10097981):

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

Please briefly present your organisation.

i. What are your organisation's main activities (in everyday work, outside of Erasmus+)? What kind of learning programmes is your organisation offering? If your organisation is providing more than one educational programme, please specify which of those programmes belong to the field of this application.

Liceo Artistico Petrocchi is an Upper Secondary School (age 15-19) specialised in artistic education that boasts important traditions in the local school landscape. Over the years, it has become a cultural and artistic reference in the local context. The general guidelines of the Institute and the various areas of study have increasingly opened to new technologies with particular reference to learning and communication. The curriculum lasts five years and includes general knowledge subjects, common to all the courses of our school, such as Italian language, literature and history, English language and literature, Mathematics, Physics, Chemistry, Philosophy, and artistic and vocational subjects. The school offers seven qualifying courses: Industrial Design Textile and Fashion Design Metal and Jewellery Design Graphic Design Architecture and Environment, Figurative Arts Audiovisual and Multimedia. Each of our educational programme can be the object of the field of this application.

ii. What profiles and ages of learners do you work with?

The profiles are heterogeneous, with students also coming from nearby provinces. They come from diverse backgrounds, including mountainous areas, often far from the school. Commuting represents an additional burden on the students' academic efforts, but it also allows for a truly diverse student population, bringing varied socio-cultural aspects. When integrated with each other, these aspects form a truly valuable human dimension. Our school is characterized by the presence of a significant number of students with specific learning needs due to disabilities and other learning disorders, in addition to foreign students from transnational backgrounds in need of personalized learning paths. The school is called upon to meet the educational needs of a user base coming from a socially and culturally non-uniform context, which, regardless of the average economic conditions of families, sometimes shows low motivation for studying. The students are aged 14 - 19.

iii. How many years of experience does your organisation have implementing these learning programmes?

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Please describe the structure of your organisation.

- Are there different sections or departments in your organisation? If your organisation works in more than one field of education and training, please explain which sections or departments work in the field of this application.
- How is management and supervision set up in your organisation? Who are the key persons in charge?

- If possible, please include an organisation chart in the application annexes. This can help make your answer shorter and clearer. You can attach your organisation chart here: [Annexes](#)

Our educational program includes a common two-year curriculum, followed by a specialized three-year phase in which students select one of seven available study tracks. This Erasmus initiative targets students in the three-year phase (ages 16-19), with the objective of providing them with tailored training opportunities in their chosen artistic field. At the same time, it emphasizes the development of transversal skills related to the values of European citizenship, the promotion of digitalization, and fostering environmentally responsible behavior.

Our school provides students with 7 different learning programme (Industrial Design Textile and Fashion Design Metal and Jewellery Design Graphic Design Architecture and Environment, Figurative Arts Audiovisual and Multimedia) and all of them are about art or design. Each of this programme can be involved in the field of this application.

The organizational structure of our institute is graphically illustrated by the organizational chart included among the required attachments, which we considered useful to present in the relevant section. The four main areas: Management, Administrative, Participatory, and Educational are overseen by the School Principal and her staff.

The Management Area, which includes roles assigned by the Teaching Staff (Collegio Docenti) , focuses on the aspects where the institute invests most of its resources and energy. These include monitoring and revising the Three-Year Educational Plan (PTOF) , promoting school inclusion, fostering innovative teaching methods, facilitating student orientation, and ensuring academic success.

The Administrative Area is managed and coordinated by the DSGA (School Administrative Manager) and handles all secretarial tasks related to personnel management, teaching administration, protocols, and general affairs, operating under the framework of 'Transparent Management.'

The Educational Area comprises the entire Teaching Staff, organized into departments, subject-specific groups, class councils, and committees working on various projects. For each division, a coordinator has been appointed to lead, communicate, and share their team's projects with the Principal, the DSGA (where applicable), and other relevant stakeholders. The various working committees collaborate to enrich the educational offer, ultimately contributing to the overall well-being and academic success of the students.

Specifically, in relation to this Erasmus project, it is worth noting that the Foreign Language Department, in collaboration with the PCTO, Inclusion and Department Coordinators develop strategic decisions to address the needs of both teachers and students. These include planning training for career orientation, organizing school experiences abroad, learning weeks, and professional seminars. These initiatives are subsequently integrated into the Erasmus project planning team, with the support of the Principal, and the DSGA.

What is the size of your organisation in terms of number of learners and staff? If your organisation is working in more than one field of education and training, please only include learners and staff in the field of this application.

Number of learners	851
Number of teaching staff	150
Number of non-teaching staff	20

What are the most important needs and challenges your organisation is currently facing? How can your organisation be improved to benefit its learners? Please illustrate your answers with concrete examples.

In our Erasmus + plan we would like to improve English language for teachers and students with courses and mobilities for teachers and stages and mobilities for our students. Another important goal that we want to achieve is the soft skills improvement, in particular those affecting the sphere of communication and the ability to collaborate and work as a team. Since erasmus + is a European program we think that is fundamental for our school to open to other countries and cultures learning and teaching innovative didactic methodologies with the objective to strengthen in our students and school staff the values and the sense of belonging to the European Union. Our collaboration and cooperation with other schools and institutions, possibly as much similar to ours as possible, has the objective to strengthen networks and join new ones.

One of the most important challenge that our school (but not only ours) is currently facing is the early school leaving that we would like to struggle with new and innovative activities that we will carry on thanks to our Erasmus + plan. We think that we could encourage our students to continue their studies offering them an interesting and stimulating Erasmus plan.

Promoting inclusion for special needs students is also really important since our school has lots of boys and girls with disabilities, learning disorders and cultural and economical disadvantages; we would like to offer them the same possibilities as the others building for them personalized Erasmus + projects that will put in evidence their strengths. We would like to link art and new technologies with the creation of multidisciplinary labs where students and teachers work together on art and technology projects, create mobilities for school staff and students that should focus on courses in coding and digital design, highlighting the use of artistic and creative software.

Last but not least, since environmental sustainability is nowadays one of the most important and challenging theme our school is ready and interested in the promotion of art projects aimed at the responsible use of resources involving our students and staff in workshops and seminars on art and environmental sustainability.

Past Participation

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for Schools Only (KA219)	0	0	1	1
School education staff mobility (KA101)	2	1	0	0
Strategic Partnerships for vocational education and training (KA202)	0	0	3	1
VET learner and staff mobility (KA102)	0	0	3	0
School Exchange Partnerships (KA229)	1	1	1	0

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

Our experience in European Projcets started in 2006 with a three years Comenius Partnership "Kronos and Kairos".

In 2014 our school successfully concluded a two years Comenius Partnership titled 'Crazy Crisis Artists'.

In October 2017 our school successfully concluded an Erasmus Plus Strategic Partnerships titled "What Does It Take to Raise an Artist?"

In 2017 we joined a new Erasmus Plus KA101 Learning Mobility of School educational staff titled "Let's teach now".

From 2018 to 2020 we joined an Erasmus+ project as coordinator school called St'Art.

In 2020 we partecipated at our last Erasmus+ project before the Covid pandemic called "Vest".

In March 2024 we submitted the application as coordinators for the I Art project in the small-scale partnership action Ka210, but unfortunately we did not get funding.

We gained experience in managing projects in each step, from designing to developing, organizing international mobilities for students and teachers, and plans of action for disseminations of results. Our teacher specialized staff allow us to contribute to the achievement of various aims linked to international projects (specialized training, graphic advertising, movies, installations, exhibitions, events).

Strategic Documents

To complement the answers provided above, you can include relevant strategic documents to support your application.

An internationalisation strategy or another kind of organisational development strategy is the most relevant type of document that you can include. The strategy can be written specifically for your Erasmus accreditation application, or it can have a more general character.

Strategic documents are not an obligatory part of your application. However, they can give useful context to explain your objectives in the Programme, especially if you plan to apply for larger amounts of financial support or a large number of participants. If you decide to attach strategic documents, make sure to explain why you have included them when answering the questions about your Erasmus Plan. Attached documents that are not explained and linked to your Erasmus Plan will not be considered as relevant by the experts assessing your application. It is also not permitted to use attachments to provide longer answers to the same questions as in the application form. In case you are not sure if one of your documents could be annexed as a strategic document, please contact your National Agency for advice.

You can attach your strategic documents here: [Annexes](#)

Erasmus Plan: Objectives

Introduction

What is an Erasmus Plan?

The Programme's Key Action 1 provides learning mobility opportunities to individuals and supports the development of education institutions and other organisations involved in lifelong learning in Europe.

The funding your organisation receives from the Programme should contribute to both of these objectives. It means that by organising mobility activities for your participants, you should also work on broader objectives of your organisation. To achieve that, in the following sections we ask you to develop an 'Erasmus Plan': a plan that links mobility activities with your organisation's needs and objectives.

Your Erasmus Plan should answer one key question: how are you going to use the Programme's Key Action 1 funding to benefit your organisation and all of its staff and learners, whether they take part in mobility activities or not.

The Erasmus Plan is composed of three parts: objectives, activities and planning for management and resources. You will also be asked to subscribe to a set of Erasmus quality standards that define a common set of guidelines for organisations taking part in the programme across Europe.

What is a good Erasmus Plan?

The most important thing to consider is that your Erasmus Plan should be coherent and appropriate for your organisation, its experience and its ambition. The application must be an original proposal, written by your organisation and specifically for your organisation. When answering questions and defining objectives, you should be as concrete as possible and you should refer to your other answers, in particular those in the 'Background' section where you have described the needs and challenges you want to tackle in your organisation. If you have attached any strategic documents to your application, you should also refer to them in your answers. Do not hesitate to repeat an important piece of information if you think it will help the assessors understand your plans and objectives.

Your Erasmus accreditation application should be a result of joint work in your organisation. Your answers should be a result of a discussion with relevant colleagues and managers. If you find the application too difficult, you can consider reducing the number of objectives and participants that you are proposing. Erasmus accreditation is designed to allow organisations to learn and develop over time. Taking a gradual approach to your participation in the Programme will not reduce your chances of being successful.

How long is the Erasmus accreditation valid?

If your application is approved, your organisation's Erasmus accreditation will stay valid at least until the end of the current programming period in 2027, under the condition that your organisation keeps fulfilling the obligations defined in the Erasmus+ Programme Guide.

Your proposed Erasmus Plan does not have to cover the entire period until 2027. You can choose its duration yourself, between two and five years. Based on your application, the National Agency will define the timing of periodical accreditation progress reports and future updates to your Erasmus Plan to make sure it stays up to date. If important changes happen in your organisation, you will also be able to request an Erasmus Plan update yourself.

Erasmus Plan duration

Please indicate the duration of your Erasmus Plan.

5 years

Objectives

Please define the objectives your organisation wants to achieve by implementing Key Action 1 mobility activities.

Your objectives should be concrete, realistic, and should represent a real benefit for your organisation. Make sure to link them to the needs of your organisation and its learners. If you have attached any strategic documents as explained in the 'Background' section, you should make sure that relevant objectives from those documents are translated to your Erasmus Plan in this section. If needed, you can repeat information from your earlier answers, or simply refer to them as part of your explanations for defined objectives.

If your accreditation is approved, your progress towards achieving the Erasmus Plan objectives will form a part of the evaluation of Erasmus activities you implement. Therefore, you need to choose objectives that are possible to track and you need to explain how you are going to evaluate your progress. You can specify between one and ten objectives.

Please list your objectives below.

Objective 1

Title

What do you want to achieve?

Improve communicative and linguistic competences in English language for staff and students

Explanation

Describe the objective and explain how it is linked with the needs and challenges you have explained in the section 'Background'

Improving written and oral competences in the English language is really important both for our students and for our school teachers. The results of the INVALSI test in English Language show us that our students need to be completely immersed in the cultural and linguistic environment of a foreign country where they'll be able to speak in English with other students and teachers. An internal survey also revealed the need of our school teachers to learn the English language both for a possible CLIL purpose and for personal interests. Students will improve their linguistics competences thanks to the students mobilities while school staff will join important and useful language courses.

Timing

When do you expect to see results for this objective?

Learning and improving a language is of course a long term - objective, however in our past erasmus + projects we saw important enhancements soon after the end of the projects especially in the communicative competences of our students and teachers.

Measuring progress

How are you going to track and evaluate your progress on this objective?

Progresses will be measured with INVALSI tests in English language for students of the fifth year and in particular with ongoing and final evaluation during and after the Erasmus + projects for the rest of the students. We expect an important number of the school staff joining the erasmus + mobilities, in particular teachers of artistic subjects that seem to be the most in need of an improvement in English language; we would also expect these teachers carrying on the CLIL methodology in their subjects.

Objective 2

Title

What do you want to achieve?

Promote Inclusion

Explanation

Describe the objective and explain how it is linked with the needs and challenges you have explained in the section 'Background'

Since our school presents a large numbers of special needs students (socio - economic and cultural disadvantages and learning disorders) and a growing presence of foreign students that need appropriate strategies to enable a fruitful inclusion, we think that it is fundamental to us to include them in our projects carrying on the development of personalized support programs for these students, also through the use of digital technologies. Regarding inclusion we think that it will be really important to make heterogeneous groups of students with different characteristics and abilities.

In addition we would like to let our teachers join training courses on inclusive methodologies to help them facing everyday challenges in teaching to special needs students.

Timing

When do you expect to see results for this objective?

We think that we can see results for this objective in the short term, especially teachers who will join training courses they will be able to use the new inclusive methodologies learned during the staying in the country abroad once they will be back at school.

Measuring progress

How are you going to track and evaluate your progress on this objective?

An important and helpful monitoring tool in this case is the "logbook" that students will keep before, during and after their erasmus experience and where they will be able to give free expression to their creativity. Teachers will take care about the checking of the diary and will evaluate the improvement of those students in particular from a behaving and socializing point of view.

Objective 3

Title

What do you want to achieve?

Networks with European Schools and Institutions

Explanation

Describe the objective and explain how it is linked with the needs and challenges you have explained in the section 'Background'

This is a very important objective that we want to carry on and that we've already started with our past Erasmus + projects. We think that it is fundamental to open our school to profitable collaborations with the creation of strategic partnerships with European art schools to exchange best practices and to strengthen the values and the sense of belonging to the European Union.

Our aim is to participate in Erasmus+ KA1 and KA2 projects, focusing our collaboration on didactic innovation in the field of visual arts. Students will have the possibility to collaborate with other european students through workshops and other opportunities provided by our partners as for example stages in the field of art and design.

Timing

When do you expect to see results for this objective?

As we have seen in our past collaboration with different european schools (Iceland, Spain, France and Slovenia) the exchange and learning of good parctices with teachers of foreign schools is immediately usable by our teachers and students. We hope that the number of durable and profitable contacts with other schools will increase in the long term.

Measuring progress

How are you going to track and evaluate your progress on this objective?

We will start by an initial evaluation of the existing collaborations with european schools and istitutions focused on the study of art and design and we will positively evaluate an improvement of the number of partnerships with other european schools and istitutions. Another important indicator to measure the progress on this objective is a hopeful increasing number of teachers that will join the Erasmus + activities.

Objective 4

Title

What do you want to achieve?

Foster Educational Innovation and enhance Digital Skills

Explanation

Describe the objective and explain how it is linked with the needs and challenges you have explained in the section 'Background'

We would like to link art and new technologies with the creation of multidisciplinary labs where students and teachers work together on art and technology projects.

It's also really important for our staff to train on innovative teaching methodologies, such as project-based learning (PBL), design thinking, and CLIL.

Mobility should focus on courses in coding and digital design for students and teachers, highlighting the use of artistic and creative software.

We think that digital skills are also fundamental for inclusion and for the development of innovative teaching methodologies, in particular those which involve new artistic techniques and the five areas composing the Digcomp and digital citizenship.

Timing

When do you expect to see results for this objective?

We will track this objective throughout all the duration of our Erasmus + projects hoping to see the implementation of innovative teaching and digital skills especially in our art and design subjects. We also expect to see positive results for this objective by the end of our first project in collaboration with other european schools in the fields of art and new technologies.

Measuring progress

How are you going to track and evaluate your progress on this objective?

We will use specific softwares and programs for the evaluation of the digital competences of our students as for example SELFIE. Regarding school staff we will analyze hoe they'll be able to integrate digital tools and platforms used during mobility into classroom activities. Since in our school we have the digital animator and the digitalization commission, they will compare starting data on digital skills of our teachers and students and then they will define a plan of what they have to learn and improve. After the project they will organize meetings with teachers and students who attended mobilities and courses to understand what they will have learned and how it will be put into practice during lessons.

Objective 5

Title

What do you want to achieve?

Struggle against early school leaving

Explanation

Describe the objective and explain how it is linked with the needs and challenges you have explained in the section 'Background'

Struggle against early school leaving is a challenge that our school is currently fighting with different projects and Erasmus + projects and mobilities could be a chance for us carrying out flexible educational pathways for at-risk students providing tailor-made support. These projects will have to include cultural mediators and school psychologists to support students in difficulty.

Timing

When do you expect to see results for this objective?

We would expect to see results for this objective during and after the realization of our project analyzing the involvement of our at risk - students in the mobility activities. At the end of the year we will analyze the data of the students that will increase the motivation to continue their studies.

Measuring progress

How are you going to track and evaluate your progress on this objective?

We will start from the analysis of our at risk students data before the start of our Erasmus projects and we will compare them with those of the involved students at the end of the year or at the beginning of the following, but we also hope for a positive consequence that the inclusive methodologies put into practice by teachers taking part at the erasmus + activities will have on these students. It can be also important to involve in the measuring progress of this objective the school tutors, the new academic figure introduced by the DM n. 63/2023, for a personalized evaluation of the single at risk students.

Objective 6

Title

What do you want to achieve?

Environmental Sustainability

Explanation

Describe the objective and explain how it is linked with the needs and challenges you have explained in the section 'Background'

Since environmental sustainability is nowadays one of the most important and challenging theme our school is ready and interested in the promotion of art projects aimed at the responsible use of resources. Everyday our teachers work on this field with students especially those who work on "Educazione Civica" since it concerns different objectives of "Agenda 2030". So, following our everyday work at school we would like to involve our students and staff in workshops and seminars on art and environmental sustainability, involving experts in the field.

Timing

When do you expect to see results for this objective?

We expect to see results for this objective in the following years promoting, among students and school staff, a strong awareness on this theme and encouraging "green" approaches in our teaching strategies since in our classrooms architects, designers and artists of the future are formed.

Measuring progress

How are you going to track and evaluate your progress on this objective?

We think to evaluate the progress on this objective through the creation of a database, involving all the artistic subjects, that brings together all the "green" and "eco-friendly" projects carried on at our school; in this way we expect to see a gradual and progressive implementation of this database.

Who were the persons involved in defining your Erasmus Plan objectives? What kind of discussions or preparation took place?

Our Erasmus + committee is composed by 4 experienced teachers: Andrea Trefoloni, Ilaria Mazzoncini, Emanuela Orian and Eliana Princi. During our meetings we have analysed the PTOF (Piano Triennale dell'offerta formativa) of our school and in particular the RAV (Rapporto di autovalutazione) and the PDM (piano di miglioramento) to find out the most important objectives to carry out in our Erasmus + plan. We also had meetings with the main committees of our school, as for example the inclusion committee with whom we analysed students with specific needs data and we felt that the educational opportunities provided by Erasmus could be a good and useful support in the annual planning. It was also really important for us to meet up with the English department and the coordinators of the other subjects to evaluate students and teachers needs in the English language. Even if we aren't a vocational school we would like to leave the possibility to our students to join activities that combine educational and professional experiences since our school prepares to specific professions like architect, designer and so on; for this reason we organised a meeting with the PCTO coordinator. Finally, we wrote the "European development plan" and discussed it with our headteacher Mrs Rita Gaeta.

Erasmus Plan: Activities

In this section you are asked to propose a broad planning for activities you want to organise and participants you want to support with Erasmus+ funds.

Your proposal will be assessed based on how realistic and appropriate it is for your organisation's size, experience and Erasmus Plan objectives.

Do you plan to organise staff mobility activities?

Yes

Do you plan to organise learner mobility activities?

Yes

Please describe your plans for staff mobility activities.

i) How many staff participants would you like to support in the first year of implementation? Do you expect that number to stay similar or to evolve over the following years?

In the first year of implementation we would like to support 20 participants among the school staff. We expect the number to evolve over the following years as we believe that the experience of the first year will inspire more colleagues to apply for mobilities in the future and we would like to involve also some members from the management staff.

ii) How did you estimate the expected number of staff participants in the first year and its evolution in the following years? Why do you think these figures are realistic and appropriate (considering your organisation's experience, size and Erasmus Plan objectives)?

To estimate the expected number of staff participants for the first year, we firstly analysed our former experience derived from similar Erasmus+ projects, carried out by our school in the past years, then we evaluated, on the one hand, the minimum number of participants needed, in order to achieve the targets set by the school's EDP and, on the other, the critical number of absent staff our school could cope with, in order not to disrupt the performance of daily tasks. It was from the balance of these data that we finally set the number of participants and its evolution, knowing that the new mobilities will teach us to better manage the organisation of mobilities.

These figures are realistic and appropriate for our organisation, because they are consistent with regard to our former experience in the implementation and completion of Erasmus+ projects, as well as the size of our school and total staff units. Furthermore these numbers meet the objectives outlined in our Erasmus Plan.

iii) What profiles of staff do you plan to involve?

We plan to involve tenured teachers and permanent staff in the project activities and mobilities, since our EDP aims at improving the effectiveness of the school's educational action in the long term and we do not want to jeopardise these effects, losing teachers with temporary assignments.

Being teachers related to arts and laboratory subjects the most in need of language training, they will be the first to be given such an opportunity. Even teachers who teach English and STEM subjects, who are already competent, often lack the occasion of practising either extensive or technical communication in English, therefore they will be involved in language courses abroad. Management staff will be included too as we successfully did in past projects, noting the results in terms of language and EP administration.

As far as training on innovative teaching methodologies, such as project-based learning (PBL), design thinking, and CLIL, we intend to enlarge participation as much as possible, encouraging any tenured teacher of the school to take part.

As for the job shadowing activities, they will be aimed at art, laboratory and English teachers, as we believe that these three groups are able to get the most out of these experiences, both on a linguistic level and in terms of exchanging good practices. Job shadowing activities are in fact a valuable opportunity for exchange, sharing and comparison with teachers of the same subjects abroad.

iv) How will the planned staff mobility activities contribute to your Erasmus Plan objectives?

The present EP is the tool needed to achieve the objectives set by our school's Development Plan. These are a tangible, real needs for our school, which has critical issues in the widespread use of the English language, has struggled to successfully complete several international projects (LTN, St'Art, but also exchanges in Russia), needs continuous innovation in laboratory practices and especially in the digital ones (an area our school needs to implement).

To be concrete, we will focus and address our actions directly to the achievement of our EP objectives as follows: language training will take place through preparatory courses, at basic and intermediate level, organised in our school, then in European schools and institutions. This will enlarge the number of adequately trained staff to be involved in future exchanges, even with students. We also need to enlarge our European relation net, which we will develop thanks to the present EP. The set of new connections, as we experienced in the past, will lead to fruitful and lasting relations, crucial for the organisation of international experiences. This enlarged net will allow the participants to experience new kinds of

educational innovation, including the digital area, enhancing the staff's skills on the subject. The expansion of the net of European schools will grant our school better opportunities to implement internships and mobilities abroad, through which both our staff and students can gain international experience.

Please describe your plans for learner mobility activities.

i) How many learners would you like to support in the first year of implementation? Do you expect that number to stay similar or to evolve over the following years?

We expect to be able to involve 20 students in the short term mobilities of the first year because, since we will ask for reciprocal hospitality, we know from previous experience, that finding families ready to host students back is rather difficult. For the same reason, we expect the number to stay similar over the years.

ii) How did you estimate the expected number of learners in the first year and its evolution in the following years? Why do you think these figures are realistic and appropriate (considering your organisation's experience, size and Erasmus Plan objectives)?

To estimate the expected number of learners to be involved in the first year and its evolution in the following years, we started from a reflection on our long experience with school exchanges and Erasmus+ projects and imagined that the same situation would be replicated in our forthcoming mobilities, as the number of students has remained broadly similar over the past years. Besides, starting again from our previous experience, we know that such a number can help us engage a much bigger group of students in activities that, although preparatory, give them an occasion to practise English, use digital skills, improve intercultural competence and their future prospects. This will inspire them to seek participation in similar experiences. Through well organised dissemination strategies, carried out by those students who receive support for their mobilities, bigger groups of people can also take advantage of the experience, inside and outside our institution.

iii) What profiles of learners do you plan to involve? If you plan to involve participants with fewer opportunities make sure to mention them and the types of activities where they will be involved.

We plan to involve students coming from our 3rd and 4th year, therefore aged 16-18 in the whole of the activities including mobilities abroad. Within them we will include students with fewer opportunities, given the rather high and varied number of cases in the school. Among this caseload we would especially like to involve special needs students with minor learning disorders, psychological distress or economic and family disadvantages, interpersonal difficulties.

As we have done in the past, we will implement different kinds of activities, both at school and during mobilities, which will take place in schools that share the same lab-based teaching of ours. We will assign students with fewer opportunities the tasks best suited to them, of course always after a thorough evaluation of each involved case. Most of the activities will be focused on our school's vocation, such as design and laboratory activities, in various subject areas as fashion and textiles, graphics, jewellery and industrial design, fine arts, multimedia and architecture.

iv) How will the planned learner mobility activities contribute to your Erasmus Plan objectives?

The mobility activities we plan to implement through our students, will contribute to our Erasmus Plan objectives by promoting inclusion, since we will involve special needs students, and will help our fight against early leaving school by offering a diverse and more stimulating learning environment, not only during mobilities, but throughout the activities carried out during preparation and dissemination actions related to each mobility. Furthermore we intend to focus most of our actions on researching and understanding artistic productions centred on sustainability, and to promote art projects aimed at the responsible use of resources, using STEM, digital and technical-professional competences, this way enhancing the students' skills around these subjects. All in all, the entire action will aim to strengthen the self-esteem and empowerment of our students, especially of female ones.

Erasmus quality standards

Organisations implementing mobility activities must adhere to a common set of Erasmus quality standards. The standards exist to ensure good mobility experience and learning outcomes for all participants, and to make sure that all organisations receiving the Programme's funding are contributing to its objectives. In a mobility consortium, Erasmus quality standards apply to activities implemented by all beneficiary organisations: the coordinator and the consortium members.

The Erasmus quality standards are part of the call for Erasmus accreditations. They are also presented below so you can read and easily access them again while writing your application. Where needed, appropriate application of Erasmus quality standards in the national context will be further interpreted by the relevant National Agency.

Please carefully read the Erasmus quality standards presented below and confirm your agreement.

I. Basic principles

- **Inclusion and diversity:** the beneficiary organisations must respect the principles of inclusion and diversity in all aspects of their activities. The beneficiary organisations must ensure fair and equal conditions for all participants.

Whenever possible, the beneficiary organisations should actively engage and involve participants with fewer opportunities in their activities. The beneficiary organisations should make maximum use of the tools and funding provided by the Programme for this purpose.

- **Environmental sustainability and responsibility:** the beneficiary organisations must promote environmentally sustainable and responsible behaviour among their participants. The beneficiary organisations should make maximum use of the funding provided by the Programme to support sustainable means of travel.
- **Digital education – including virtual cooperation, virtual mobility and blended mobility:** the beneficiary organisations should use digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations. The beneficiary organisations should make maximum use of the digital tools, online platforms, and other opportunities provided by the Programme for this purpose.
- **Active participation in the network of Erasmus organisations:** one of the objectives of the Programme is to support the development of the European Education Area. Beneficiary organisations should seek to become active members of the Erasmus network, for example by hosting participants from other countries, or by taking part in exchanges of good practices and other contact activities organised by the National Agencies or other organisations. Experienced organisations should share their knowledge with other organisations that less experience in the Programme by providing them with advice, mentorship or other support. Where relevant, beneficiary organisations should encourage their participants to take part in alumni activities and networks.

II. Good management of mobility activities

- **Core tasks - keeping ownership of the activities:** the beneficiary organisations must keep ownership of core implementation tasks and may not outsource these tasks to other organisations.

The core tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes, etc.)

- **Supporting organisations, transparency and responsibility:** in practical aspects of project implementation, the beneficiary organisations may receive advice, assistance or services from other organisations, as long as the beneficiary organisations keep control of the content, quality and results of the implemented activities, as described under 'core tasks'.

If beneficiary organisations use programme funds to pay other organisations for specific implementation tasks, then the obligations of such organisations must be formally defined to ensure compliance with the Erasmus quality standards and protection of the Union funds. The following elements must be included in the formal agreement between the beneficiary and the service provider: tasks to be carried out, quality control mechanisms, consequences in case of poor or failed delivery, and flexibility mechanisms in case of cancellation or rescheduling of agreed services that guarantee fair and balanced sharing of risk in case of unforeseen events. Documentation defining these obligations must be available for review by the National Agency.

Organisations that assist the beneficiary with specific implementation tasks (on paid or voluntary basis) will be considered supporting organisations and must be registered in the official reporting tools. The involvement of supporting organisations must bring clear benefits for organisational development of the beneficiary organisation and for the quality of mobility activities.

In all cases, the beneficiary organisation will stay responsible for the results and quality of implemented activities, regardless of the involvement of other organisations.

- **Contributions paid by participants:** as a form of co-funding, the beneficiary organisation may ask participants in mobility activities for contributions to pay for goods and services necessary for the implementation of those activities. The size of the participants' contributions must remain proportional to the grant awarded for the implementation of the activity, must be clearly justified, collected on a non-profit basis, and may not create unfair barriers to participation (especially concerning participants with fewer opportunities). Additional fees or other participant contributions cannot be collected by supporting organisations or other service providers chosen by the beneficiary organisation.
- **Integrating results of mobility activities in the organisation:** beneficiary organisations must integrate the results of the implemented mobility activities (e.g. knowledge gained by staff in professional development) in their regular work, in order to benefit the organisation as a whole, its staff, and learners.
- **Developing capacity:** beneficiary organisations should use the programme funds (and organisational support in particular) in a way that gradually increases their capacity to work internationally on a sustainable, long-term basis. In a mobility consortium, all organisations should benefit in this way.
- **Regular updates:** beneficiary organisations must regularly encode the information about planned and completed mobility activities in the tools provided for this purpose by the European Commission.
- **Gathering and using participants' feedback:** beneficiary organisations must ensure that participants complete the standard report about their activities, as provided by the European Commission. The beneficiary organisations should make use of the feedback provided by the participants to improve their future activities.

III. Providing quality and support to the participants

- **Practical arrangements:** the beneficiary organisations must ensure the quality of practical and logistic arrangements (travel, accommodation, visa applications, social security, etc.). If these tasks are delegated to the participant or a service provider, the beneficiary organisation will remain ultimately responsible for verifying their provision and quality.
- **Health, safety and respect of applicable regulation:** all activities must be organised with a high standard of safety and protection for involved participants and must respect all applicable regulation (for example regarding parental consent, minimum age of participants, etc.). The beneficiary organisations must ensure that their participants have appropriate insurance coverage, as defined by the general rules of the Programme and the applicable regulation.
- **Selection of participants:** participants must be selected through a transparent, fair and inclusive selection procedure.
- **Preparation:** participants must receive appropriate preparation in terms of practical, professional and cultural aspects of their stay in the host country. The preparation should be organised in collaboration with the hosting organisation (and the hosting families, where relevant).
- **Monitoring and mentoring:** where relevant based on the format of the activity, the sending and hosting organisations must identify a mentor or a similar key person who will be following the participant during their stay at the hosting organisation and who will help them achieve the desired learning outcomes. Particular attention should be given to the introduction and integration of the participants at the hosting organisation, and to the monitoring of the learning process.
- **Support during the activity:** participants must be able to request and receive support from their hosting and sending organisations at any time during their mobility. Contact persons in both organisations, means of contact, and protocols in case of exceptional circumstances must be defined before the mobility takes place. All participants must be informed about these arrangements.
- **Linguistic support:** the beneficiary organisation must ensure appropriate language training, adapted to the personal and occupational needs of the participants. Where appropriate, the beneficiary organisation should make maximum use of the specific tools and funding provided by the Programme for this purpose.
- **Definition of learning outcomes:** the expected learning outcomes of the mobility period must be agreed for each participant or group of participants. The learning outcomes must be agreed between the sending and hosting organisations, as well as the participant (in case of individual activities). The form of the agreement will depend on the type of the activity.
- **Evaluation of learning outcomes:** learning outcomes and other benefits for the participants should be

systematically evaluated. Results of the evaluation should be analysed and used to improve future activities.

- **Recognition of learning outcomes:** formal, informal and non-formal learning outcomes and other results achieved by the participants in mobility activities must be appropriately recognised at their sending organisation. Available European and national instruments should be used for recognition whenever possible.

IV. Sharing results and knowledge about the programme

- **Sharing results within the organisation:** beneficiary organisations should make their participation in the Programme widely known within the organisation and create opportunities for participants to share their mobility experience with their peers. In case of mobility consortia, the sharing should take place in the whole consortium.
- **Sharing results with other organisations and the public:** beneficiary organisations should share the results of their activities with other organisations and the public.
- **Publicly acknowledging European Union funding:** beneficiary organisations should make their participation in the Programme known in their community and in the wider public. Beneficiary organisation also must inform all participants about the source of their grant.

Subscribing to Erasmus Quality Standards

To apply for Erasmus accreditation, your organisation must subscribe to the Erasmus quality standards and accept to be evaluated based on those standards. Since the Erasmus accreditation is valid for the whole period of the future Programme, your organisation's performance in maintaining the Erasmus quality standards will also influence how much funding you may receive in subsequent years.

Please read the following statements carefully and confirm your agreement:

- ☒ I have read and understood the above Erasmus quality standards
- ☒ I understand and agree that Erasmus quality standards will be used as part of the criteria for evaluation of the activities implemented under this accreditation
- ☒ I understand and agree that the results of the evaluation based on these standards will form a part of criteria for decision on any subsequent grants under this accreditation

Erasmus Plan: Management

In this section you should explain how you plan to set up the management of Key Action 1 mobility activities within your organisation to make sure their implementation is successful.

Please read the Erasmus quality standards explained in the previous section and discuss them with your colleagues and management. Your answers in this section should show that your organisation has assessed the resources and staff needed to implement the planned activities in accordance with the set standards.

Quality Standards Part I: Basic principles

What will your organisation do to contribute to the basic principles of the Erasmus accreditation described in the Erasmus quality standards?

i) Inclusion

Promote participation among students from all backgrounds, including those with fewer opportunities:

- physical or mental disabilities;
- economic difficulties;
- linguistic or cultural differences;
- migrant backgrounds or minorities;
- social difficulties (orphans, students from families with problems, etc.).

Adapt mobility and learning programs to make them accessible to all students and staff, ensuring an inclusive environment where everyone can benefit from the opportunities provided by Erasmus:

- offering personalized assistance or facilitators for students with special educational needs.
- adapting educational content to be inclusive, ensuring that it is understandable and engaging for students with different ability levels.

Offer guidance and/or financial support to those who may face challenges participating in international projects.

Include inclusive teaching strategies for staff in the training courses.

ii) Environmental sustainability and responsibility

Schools can contribute by incorporating environmentally sustainable practices into Erasmus projects by

- prioritizing eco-friendly mobility options, such as using public transportation or reducing air travel where possible.
- ensuring that sustainability is a key component of the educational content taught during international exchanges, fostering a sense of environmental responsibility among students (like climate change, biodiversity, and sustainable development)
- encouraging green behavior among students and staff, such as reducing waste, recycling, and promoting energy efficiency during Erasmus activities.
- using Erasmus funding to implement green practices within the school itself, turning it into a model of sustainability for students and the community.

iii) Digital education

Schools should prioritize digital education to prepare students for the challenges of a digital society and economy by

- encouraging the use of digital tools and platforms for both teaching and learning, especially in Erasmus projects that involve online collaboration.
- offering training for teachers and students on digital literacy, including the use of technology for communication, research, and problem-solving in international projects.
- integrating online learning platforms to ensure that Erasmus projects are accessible to students who may not be able to participate physically, thus promoting blended mobility (a mix of physical and virtual exchanges).
- promoting responsible use of digital technologies, including cybersecurity awareness and digital ethics, to ensure a safe and productive learning environment.

Digital education can also help to bridge gaps caused by geographical distances, allowing for greater collaboration with schools partner across Europe.

iv) Active participation in the network of Erasmus organisations

Developing active participation in the network of Erasmus organizations requires a strategic approach to collaboration, engagement, and communication with other institutions across Europe.

Through Erasmus exchanges we built in the past long-term relationships and this helped us to build trust and enables deeper exchange of ideas and best practices. Through the school partners we met and collaborated with other new schools, enriching our network with new contacts and opportunities to exchange good practices and build partnerships. On these occasions we have always opted to promote mutual hospitality, especially for students, considering it a fundamental part of the educational path. Unfortunately with the pandemic and the subsequent change of management in our school, the flow has been interrupted and we hope to be able to reopen it with this candidacy. We encourage our school's involvement in joint projects that align with our institution's educational goals related to art and design.

Quality Standards Part II: Good management of mobility activities

How are the mobility activities under the Erasmus accreditation going to be coordinated and supervised in your organisation?

- How did you decide who will be your organisation's Erasmus coordinator?
- Who will be responsible for monitoring and ensuring that the Erasmus quality standards are being respected?
- How is your organisation's management going to be involved in the implementation of mobility activities under the Erasmus accreditation?

In the 2023/24, the headteacher appointed Andrea Trefoloni, an English teacher with an extensive experience in organizing international mobility programs for language learning, as the coordinator of the Internationalization Committee. Three other teachers joined the committee: former Erasmus coordinator Emanuela Orian, English teacher Ilaria Mazzoncini, and Art History teacher Eliana Princi. All members of the committee have experience in managing Erasmus projects through all stages.

The project Coordinator, Andrea Trefoloni, the Headteacher Rita Gaeta and the School Administrative Manager Gaia Allori (DSGA) are mainly responsible for managing the project, but within our Erasmus organization, we'll give specific tasks to the teachers involved in the Erasmus project implementation.

The Headteacher has a supervisory role on the quality of the project through periodical meetings with the Coordinator and the Erasmus Team Group for monitoring the developing of the project. They will ensure adherence to Erasmus quality standards through periodic direct assessments of qualitative progress and frequent communication with the foreign schools' contacts, as well as with the teachers and students involved in the mobility experience.

The Coordinator is responsible for communication with the National Agency, for managing and sharing the Financial Plan together with the ETG and the Administrator Director.

Additionally, the ETG group and the DSGA have participated in webinars and service conferences focused on disseminating operational instructions for project planning, both from an organizational and financial perspective.

If there are changes in the staff or management of your organisation, how are you going to make sure that the implementation of planned mobility activities can continue?

A committee of four members, each with distinct roles and expertise, ensures continuity throughout the process. The entire committee actively contributes to the development of the project, from the needs analysis to the definition of objectives and activities. This collaborative approach allows for a comprehensive understanding of the project at every stage, ensuring that different perspectives and areas of expertise are integrated to create a cohesive and well-rounded plan.

What will you do to integrate the results of implemented mobility activities in your organisation's regular work?

To integrate the results we will keep the focus on the six objectives set in our EP. Generally speaking, immediately at the end of each mobility we will conduct a surveys or feedback session to evaluate how the mobility outcomes aligning them with the initial goals. During the first month following every implemented mobility we will organize reflection sessions where students and staff will share their experiences.

More specifically, relating to our 6 objectives, we will divide our actions as follows: we will

Obj. 1

activate eTwinning international blended projects will be

implement CLIL methodology in artistic and design subjects

organise language courses to increase the number of teachers and students' certifications

increase the group of teachers involved in mobilities

Obj. 2

prepare questionnaires to assess particularly the quality of mobility in terms of inclusion and ask students for suggestions to improve this aspect

promote student-led presentations or projects where they share their mobility experience with peers.

take advantage of the motivational role of each mobility for the following actions

present Erasmus actions in terms of inclusion to the whole of the school population, including families and local institutions, at the end of each school year

disseminate the methodologies focused on inclusion to the teaching staff through dedicated meetings

Obj. 3

share best teaching practices with colleagues through workshops or informal sharing sessions (school website or social media).

encourage staff and students to explore blended or online activities with partner schools on shared interests/topics/projects to diversify teaching methods and to strengthen the relationship between schools.

entrust the task of maintaining regular relations with the schools to a staff member in order to expand contacts to create a dynamic, evolving process of integration that responds to the needs of students, staff, and the wider school community.

Obj.4

organise workshops and seminars to promote knowledge transfer within the school by ensuring that all staff benefit from the mobility experiences where staff can share materials and new teaching techniques in order to include them all in the future lesson plans (e.g. virtual learning environments, collaborative tools etc.)

identify areas of improvement or new ideas for curriculum development based on the mobility results.
create a repository of materials, resources, and lesson plans developed during mobility experiences, accessible to all staff (e.g. Drive, clouds etc.).
As far as obj. 5 and 6, the whole of the EP actions have been planned in order to diminish the rate of early school leaving, that is to offer a more stimulating and rewarding learning experience. On the other hand, environmental sustainability has been a crucial topic in our lesson plans for several years, particularly when we come to civic education or art and design classes.

Quality Standards Part III: Providing quality and support to the participants

Please describe your Erasmus+ team and how you plan to divide the tasks for implementation of Erasmus+ activities.

- Apart from the Erasmus coordinator and other persons listed as associated persons in this application, what other people will be involved and how?
- Who will be responsible for the different implementation tasks (such as finances, practical arrangements, preparation and monitoring of participants, content of the activities, or communication with partner organisations)?

The committee:

- annually works together to set up the Ka121 e-form
- defines an annual plan for skill development and educational priorities to determine the number of mobilities and profiles required, according to the learning outcomes, the selection criteria for students and staff and to ensure transparency, fairness and inclusiveness in the selection process.
- identifies international partners that meet the project objectives and Erasmus+ standards.
- defines the mobility flows in accordance with the language skills and specific training needs for both students and staff
- through meetings with the beneficiaries and the principal, the committee draws up the mobility calendar in agreement with the host organizations, school commitments and the needs to start group classes abroad.
- defines the Learning Agreements and Staff Mobility Agreement
- ensures that the benefits of mobility are sustainable in the long term.
- creates a culture of international mobility within the institution.

Andrea Trefoloni:

- publishes calls for applications for students and staff, with clear and inclusive criteria.
- collects and archive all project-related documentation.
- monitors the budget and expenses with the DSGA (Mobility Tool)
- evaluates the final feedback from partners and participants.
- communicates with the host organizations: schools and international training centers

Ilaria Mazzoncini:

- organizes informative and orientation sessions.
- provides linguistic, cultural, and logistical support: manages the practical elements around the mobility, by taking care of the organization of travel, accommodation, necessary insurances, safety and protection, visa applications, social security, mentoring and support.
- ensures that participants are aware of their rights and duties according to the "Erasmus+ Student Charter" and "Staff Mobility Principles".
- manages relationships with host partners and resolve any issues.
- communicates with the host organizations: schools and training centers

Eliana Princi:

- puts into effect the system of monitoring the mobility project during and after its duration
- evaluates participants' progress
- measures the impact of mobilities on students, staff, and the institution.
- collects feedback from all participants
- organizes evaluation meetings upon return.

Emanuela Orian:

- monitors the use of Erasmus+ tools such as the Mobility Tool and Europass.
- analyses the results of monitoring activities and the quality of the learning outcomes
- certifies the skills acquired (e.g., Europass)
- disseminates the results in and out school (social media E Twinning)
- ensures a lasting impact of the results inside school

Headteacher:

- supervises the project through periodic meetings

DSGA:

- financial management

The Inclusion Coordinator, PCTO Coordinator, class coordinators, and department representatives will actively participate in the planning of annual activities and in assessing their impact.

Quality Standards Part IV: Sharing results and knowledge about the programme

What will your organisation do to share the results of its activities and knowledge about the programme?

i) To share results within your organisation

1. Immediately after the approval of the candidacy: a complete description of the project, including times, objectives, activities and the expected fallout, in terms of quality in teaching and learning, will be published on the school website and on the Facebook page. This in order to let all the school community (staff, teachers, students and parents) and the territory know the actions taken by our school at the European level.
2. During the project: at the end of each international action, we will make a product (video/ multimedia presentation) documenting the activities carried out with the partner schools. We will share it within our institute both through methodological meetings and a special corner in the school website.
3. At the end of each year: provided that the desired dissemination takes place mainly in the school as increased educational quality of the teaching/learning process, we intend to set up a Visual Report documenting our European action plan.

ii) To share results with other organisations and the public

We intend to share all the project steps through the web-site school where we have a special dedicated Erasmus "button". We intend to spread the results also through social media (Facebook, Instagram, TikTok, Youtube or Vimeo) and other European platforms as E Twinning, Erasmus+ project results National Agency website etc. Our press office will get in contact with local newspapers and TV stations to spread the news on the territory. We will submit to the partner schools the opportunity to involve local authorities and/or other schools in our mobilities. We will also commit to the commissioner for Education and Culture of the Municipality of Pistoia, and the Chamber of Commerce, with whom we have been working for years on European projects. We intend to organise meetings with other schools and teachers for sharing the results.

iii) To publicly acknowledge European Union funding

The report mentioned above, with an analysis of the current educational needs, and the European funded actions undertaken as a possible plan of action, will be printed and published on the web in the form of E-Book, too. All materials developed during the project will take into account the Erasmus + visual identity rules:

- always include the EU flag (emblem) with the Erasmus logo in any communication material related to our project (such as websites, social media posts, brochures, or presentations).
- always include a Standard Statement: "This project has received funding from the European Union's [program name] under grant agreement No."

On Social Media we will use hashtags like #EUfunded, #EU, and other relevant tags linked to the specific program. In our school we will put up visible and durable totems or billboards that include the EU emblem and acknowledgment of the funding.

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 it here.

File Name	File Size (kB)
DOH -declaration-on-honour ACCREDITAMENTO-signed.pdf	236
Total Size (kB)	236

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 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)
OTH -Funzionigramma-e-referenti-signed.pdf	249
OTH -PIANO DI SVILUPPO EUROPEO 2024-signed.pdf	821
Total Size (kB)	1 070
Total Size (kB)	1 307

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 field for your organisation. Currently, the selected field is: School Education
- ☒ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: IT02 - Agenzia Nazionale Erasmus+ - INDIRE

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

Original content and authorship

- ☒ I confirm that this application contains original content authored by the applicant organisation.
- ☒ I confirm that no other organisations or individuals external to the applicant organisation 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	Submission status
1	01/10/2024 15:37:41	1572722	Submitted