

**A. General Information****WARNING:**

PLEASE MAKE SURE THAT ALL PARTICIPATING ORGANISATIONS (SCHOOLS IN PARTICULAR) IN THE APPLICATION ARE ABLE TO TAKE PART IN A MULTI-BENEFICIARY CONTRACT.

FOR INFORMATION ABOUT THE ALTERNATIVE CONTRACTING MODEL FOR PARTNERSHIPS BETWEEN SCHOOLS ONLY (THROUGH A MONO-BENEFICIARY GRANT AGREEMENT), PLEASE CONSULT PART C OF THE PROGRAMME GUIDE OR CONTACT YOUR NATIONAL AGENCY.

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rational, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

You can also find information on how to fill in this application form by reading the e-Forms Guidelines.

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for school education
Main objective of the project	Exchange of Good Practices
Call	2018
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	21-03-2018 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	Butterfly, transforming arts into education
Project Acronym	Butterfly



Project Start Date (dd-mm-yyyy)

01-09-2018

Project Total Duration (Months)

24 months

Project End Date (dd-mm-yyyy)

31-08-2020

Applicant Organisation Full Legal Name (Latin characters)

AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES

Form hash code



CA6BC5EFE764BDFC

B.2. National Agency of the Applicant Organisation

Identification

ES01 (ESPAÑA)

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>

**C. Priorities**

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

HORIZONTAL: Social inclusion

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

HORIZONTAL: Social and educational value of European cultural heritage

SCHOOL EDUCATION: Promoting the acquisition of skills and competences

Please comment on your choice of priorities.

In a diverse and multicultural society, inclusion is a current priority for any school that seeks improvement, quality and equity in its organization. The schools involved in this strategic action, even with distinctive characteristics, present the need to continue in the improvement of inclusive work, both for the students and for the whole community in which they are inserted. Bringing the performing arts professionals into the educational scenario means enabling a new tool of social cohesion, where all students can find a place of personal development and well-being. In this sense the project aims to change the standard passive learning methods for an innovative fully participative methodology that makes no social, physical or intellectual difference between students and in which every student has the possibility to creatively express him or herself, regardless of age, sex, language or specific abilities. Butterfly activities with local communities will foster the development of social and civic competences among students.

Besides as stated in UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003, the "intangible cultural heritage", is manifested in the following domains: (a) oral traditions and expressions, including language; (b) performing arts; (c) social practices, rituals and festive events; (d) knowledge and practices concerning nature and the universe; (e) traditional craftsmanship. The Convention also mentions that the importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next and which has as well social and economic value for the community. In this sense Butterfly will give great importance to the awareness and recognition of intangible heritage manifestations such as performing arts and festive events when working with local communities, incorporating participatory approaches to heritage that involve teachers, students and their families and neighbors promoting social cohesion.

Finally, as stated in Euridice report Arts and Cultural Education at School in Europe, (2009), artistic education is valuable in itself, but it also fosters innovation, motivation, engagement and the acquisition of skills and competences. The report set out the question of how teachers are prepared for arts teaching and what opportunities exist for them to update their skills, taking into account that teachers play a crucial role in determining the quality of education, including arts education. The study shows that is responsibility of higher education institutions and other cultural institutions offering training programmes to invite professional artists to get involved in arts education at school. Eurydice report also points out that artistic disciplines should be incorporated in the curriculum in order to improve both teachers and students' performance and that there exist cross-curricular links between the arts and other areas in the curriculum. Such positive cross-curricular links are at the core of Butterfly project.

Moreover, as quoted in OECD publication Art for Art's Sake? (2013), empirical studies show that students enrolled in arts education courses display a more ambitious attitude to academic work as well as higher levels of commitment and motivation. It states as well that Arts education seems to have a positive impact on the three subsets of skills that we define as: skills for innovation; skills in thinking and creativity; and behavioral and social skills.

Therefore, giving teachers and pupils new opportunities to modernize their methodologies and educational practices becomes prevalent for Butterfly project.

**D. Participating organisation(s)****D.1. Applicant Organisation**

PIC	949643969
Full legal name (National Language)	AAIICC
Full legal name (Latin characters)	AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES
Acronym	AAIICC
National ID (if applicable)	
Department (if applicable)	
Address	EDIFICIO ESTADIO OLIMPICO SN PUERTA M ISLA DE LA CARTUJA
Country	Spain
P.O. Box	000
Post Code	41092
CEDEX	
City	SEVILLA
Website	www.aaiicc.es
Email	
Telephone	+34955929000
Fax	

D.1.1. Profile

Type of Organisation	Regional Public body
Is your organisation a public body?	Yes
Is your organisation a non-profit?	No

D.1.2. Background and Experience

Please briefly present your organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES is a public entity, attached to the Council of Culture of the Andalusian Government, established in 1991 for the implementation of cultural policies. Its statutes include as main objectives: research, management, production, promotion, training and dissemination of theatre and performing arts, cultural heritage, visual arts, books and reading, audiovisual as well as the development, commercialization and implementation of cultural activities in public libraries, archives, museums and archaeological sites.



It currently has a staff of some 450 employees.

AAIICC's competences include organizing and distributing performing arts and music productions, films and recordings, managing of cultural facilities, books and reading promotion, editorial productions and dissemination of historical heritage and visual arts.

AAIICC has long experience managing European and international projects in the field of culture such as Interreg and Creative Europe. It counts with a European Funds Department that can assure the relations within the consortium and with the European Commission Services. AAIICC accounts as well a Creative Europe MEDIA Desk co-financed by European Commission.

AAIICC will implement this project through its specialized program Abecedaria, a pioneer and one of the most consolidated programs of performing arts, music and dance for school children in Spain. Founded in 2001 it includes the programming of shows for primary and secondary school children performed in different schools and public theatres all through the region, as well as the organisation of professional seminar and debates about performing arts and education.

What are the activities and experience of your organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Abecedaria program is based on the close collaboration of Culture and Education regional authorities, schools, and municipalities promoting interinstitutional cooperation and fostering synergies. The agreement between the Culture Regional Ministry of Andalusia – to which AAIICC is attached – and the Education Regional Ministry of Andalusia gives support to Abecedaria program and allows for instance that Education experts prepare the didactic guides of every performing arts show of the program. It also allows Abecedaria to supports teachers' development with the collaboration of Andalusian Teachers Training Centers, and pedagogy faculties.

Along 2017 Abecedaria program has offered shows in 20 municipalities that were attended by more than 40.000 school students from 500 school centers all around the region.

They are active member of the most renowned networks in the field such as ROCE, Red de Organizadores de Conciertos Educativos - ROCE, and Assitej, International Association of Theatre for Children and Young People.

The responsible of the project, Concepción Villarrubia has worked in the field for more than 35 years and she holds University degrees in Teaching and Cultural Management and has worked for many years as an actress.

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Creative Europe	2015	2015-1499/001-001	Agencia Andaluza de Instituciones Culturales
Creative Europe	2017	2016-0470/001-001 (Biennial agreement)	Agencia Andaluza de Instituciones Culturales
Creative Europe	2016	2016-0470/001-001 (Biennial agreement)	Agencia Andaluza de Instituciones Culturales
Creative Europe	2015	2015-0574/001-001	Agencia Andaluza de Instituciones Culturales

D.1.3. Legal Representative

Title

Gender

Female



First Name	CRISTINA
Family Name	SAUCEDO BARO
Department	
Position	DIRECTOR
Email	direccion.aaiicc@juntadeandalucia.es
Telephone	+34955929000

☐ If the address is different from the one of the organisation, please tick this box

D.1.4. Contact Person

Title	
Gender	Female
First Name	CONCEPCIÓN
Family Name	VILLARUBIA DEL VALLE
Department	
Position	ABECEDARIA PROGRAM RESPONSIBLE
Email	concepcion.villarrubia@juntadeandalucia.es
Telephone	34958028053

☒ If the address is different from the one of the organisation, please tick this box

Address	Edificio del Rey Chico, Paseo de los Tristes, s.n.
Country	Spain
P.O. Box	
Post Code	18010
CEDEX	
City	GRANADA

**D.2. Partner Organisation**

PIC	921323364
Full legal name (National Language)	
Full legal name (Latin characters)	CEIP SIERRA NEVADA
Acronym	
National ID (if applicable)	18004999
Department (if applicable)	
Address	Calle Hacilla s/n
Country	Spain
P.O. Box	
Post Code	18160
CEDEX	
City	Güéjar Sierra, Granada
Website	http://ceipsierranevadaguejarsierra.blogspot.com.es/
Email	18004999.edu@juntadeandalucia.es
Telephone	+34958893513
Fax	

D.2.1. Profile

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

D.2.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The CEIP "Sierra Nevada" of Güéjar Sierra (Granada) is a public school dependent on the Junta de Andalucía formed by 18 education professionals, and with 190 students distributed throughout three educational stages: the second cycle of Ed. Infant, Elementary and First Cycle ESO. Located in a privileged environment within the Natural Park of Sierra Nevada, the town of Güéjar Sierra, at more than 1000 meters altitude and 16 km from its capital, has about 3,000 inhabitants of which a very high percentage do not have Studies or only have the school graduate. With a rate of 4.17% illiteracy, the main economic activity of the inhabitants of the locality focuses on the services sector followed by construction. We drew for our center, students from families with little cultural capital and a rate of failure in performance that was increasing as they passed educational level. We also have students from families at risk of social



exclusion and with a significant number of pupils with SEN. On the other hand, the participation of families and the community in general in the organization and activities of the center was practically nil, showing a center that worked with its back to its context and its people. Faced with this reality, in September 2012, a new management team accedes to the management of the center with the clear objective of initiating a process of transformation in the center according to the real needs of the students and the community they serve. From that moment a process of investigation and study begins on the part of the teaching faculty (stable and cohesive human group, with a mean age in the 40 years) and led by the director of the center, in search of successful educational practices contrasted that Improve classroom work, professionally develop faculty, and build a new organizational culture for the creation of a true community that aims to improve and successfully educate and integrate all its members.

Advised by the Teachers' Center of Granada and our Inspector, we begin with a training process that results in June 2016 our center is recognized by the Regional Government of Andalusia as a "Learning Community" center. In the present course, the implementation of successful educational practices linked to this model is a reality, making weekly interactive groups, literary, artistic, musical and sports gatherings in all classrooms. After a long work of diffusion to the community, at present we have a group of 80 volunteers who participate in these appointed practices and in the different commissions that are celebrated. At the same time, there has been a methodological transformation that has led to the current work under a project-based learning model, developing competencies under the research and curiosity approach, always starting from the interest of the students. One of our most important projects is the School Library. Opened in April 2013, our library has become a driving force behind the center, developing a plan of systematic actions that takes shape in different activities. In addition, we have been developing a Performing Arts Project for three years in order to integrate the broad world of performing arts (theater, circus arts, musical theater, etc.) into the center project and in the daily classroom activities. Relation to the ordinary curriculum. Within this work developed, in April 2016 the center receives the third prize in the School Theater Contest "Hermenegildo Lanz". In June 2016, we were awarded an Erasmus Plus scholarship: "Learning to lead leaders: Pedagogical leadership as a driving force for change in CEIP Sierra Nevada", which is being implemented throughout this course and is giving the programmed results. Another important project developed, which supports the work done in search of inclusion, is the "Coeducation and Emotion Management Program", implementing an inclusive model of coexistence that is effectively improving the climate and coexistence between Our students. In addition we are ICT center counting in all our classrooms with digital whiteboard and computers, integrating from this global perspective of education the use of technologies and the development of digital competence. What has been described has led us to become a true professional learning community determined to continue with this process of transformation and improvement, with the imperative need to continue to seek, under a high expectations model, the best practices and teaching patterns to adapt them to our context And our students.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The CEIP Sierra Nevada de Güéjar Sierra, presents since September 2012 the search for inclusion and the creation of a common organizational culture which starting from the reality of its context improve and transform their students and their community. To this end, for four courses, a work has been developed that is concentered in:

- Center recognized by the Junta de Andalucía as a learning community center since June 2016.
- Methodological transformation, implementing in all its classrooms a model of Project-Based Learning (PBL).
- Inclusion of the performing arts in a systematized way in the daily practices of the center, obtaining recognition in theater contests and the educational community through the creation of different joint productions. Since the 2012-2013 school year, pedagogical proposals related to the world of performing arts have been developed in our center, with theater, circus arts, musical theater and audiovisual work as our main lines of work.
- Transform the community through the proposal made from the school center to the town council of a street art festival.
- In June 2016, this organization was the beneficiary of an Erasmus plus KA 1 with the project: "LEARNING TO LEAD LEADERS: Pedagogical leadership as a driver of change in the CEIP Sierra Nevada".
- In May 2017 this organization was the beneficiary of an Erasmus plus KA 1 with the project: "COMPREHENSIVENESS, INCLUSION AND QUALITY: The Finnish model, example and inspiration for the impact on the CEIP Sierra Nevada".
- For this 2017-2018 academic year, our center is inserted in relation to the performing arts: in the puppet theater, with the collaboration of the Etcetera company for its development and, in the audiovisual work, for the presentation of works to the "Audiovisual in the school" contest organized by the Audiovisual Council of Andalusia and "Participates Méliès" organized by Obra social La Caixa.
- In addition, we are currently awaiting participation in the 15th World Children's Theater Festival "Children move the world", to be held in Lingen (Germany) from June 22 to 29, 2018.

The whole cloister of the center is involved in the project and understands the importance of the treatment of the world of performing arts in the daily work of the classroom. Even with this, there are two people responsible for its development, its



organization and to implement more concrete practices.

Natalia Marcuello, director of the center. His training related to the world of music, being titled by the Conservatory of Teruel with the professional title of music in the specialty of viola. Graduated in Magisterium in the specialty of music from the University of Zaragoza, and with important training related to the pedagogy of music, methodological innovation and teacher training.

Antonio Mesa, primary school teacher at the center. It comes from the world of physical education, being graduated in this specialty of teaching by the University of Granada. He also has specific training in expression and body language and amateur theater.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus plus	2016	2016-1-ES01-KA101-024483	CEIP Sierra Nevada
Erasmus plus	2017	2017-1-ES01-KA203-038728	CEIP Sierra Nevada

D.2.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

☐ If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

Email

18004999.edu@juntadeandalucia.es

Telephone

34958 893513

☐

If the address is different from the one of the organisation, please tick this box

**D.3. Partner Organisation**

PIC	949616421
Full legal name (National Language)	LA BARACCA ONLUS
Full legal name (Latin characters)	LA BARACCA SOCIETA COOPERATIVA SOCIALE ONLUS
Acronym	
National ID (if applicable)	253730CF02118040373
Department (if applicable)	
Address	VIA MATTEOTTI 16
Country	Italy
P.O. Box	
Post Code	40129
CEDEX	
City	BOLOGNA
Website	www.testoniragazzi.it
Email	
Telephone	+390514153728
Fax	+390514153777

D.3.1. Profile

Type of Organisation	Small and medium sized enterprise
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.3.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Founded in 1976, La Baracca has been working exclusively in the field of performing arts for children and young people. It is acknowledged by the Italian Government since 1979 and the Emilia Romagna Region since 1982. Since their first project "A place for kids", which started in 1980, La Baracca has strengthened its relationship with the territory. Since 1982 Testoni Ragazzi Theatre has been assigned by Bologna City Council through an agreement with the aim of creating a "European centre of theatre and arts for children and young people". It was the first agreement in Italy between a public body and a theatre company for children and young people.



In addition to the activities of the Teatro Testoni Ragazzi in Bologna and thanks to the experience of the theatrical workshops proposed in a continuous way from 1983 to the students of the middle school of Medicina, since 2002 La Baracca has received from Medicina City Council the commitment of managing il "Magazzino verde", a small Theatre hall in the town of Medicina with the aim of strengthening the deep collaborative work developed with the schools, the students and the territory.

La Baracca has been working in the field of theatre for children and early years for the past 41 years. The company's productions are addressed exclusively to children and young people, and they are centered on actors theatre and on an original theatrical style. Over the years, they have developed a poetics aimed at generating amazement, trying to pursue simplicity intended as essentiality, always paying special attention to the relationship with the audience.

To date, La Baracca has produced over 245 shows for children and young people, with more than 12.920 performances. Every year, new productions for all age groups are realized, for children attending crèches to secondary school students, as well as for those attending primary schools and kindergarten children.

To date, 38 theatrical seasons have been programmed in Bologna, and 16 in Medicina. Over 1.522.000 amongst children, youngsters and adults have taken part in them. The performances have been more than 9.000, for over 1.940 titles, 1.099 of these have been presented by other Italian, European and extra-European companies.

From 1987 on, La Baracca has been carrying out the project "Theatre and the very young", addressed to very young children. This piece of research, along with the one focused on the age group 3-6, was the starting point for the creation of "Visions of future, visions of theatre...", the annual and international festival of theatre and culture for early years. This innovative work and the promotion of theatre for early years were awarded by ASSITEJ International, with the ASSITEJ Award for Artistic Excellence 2008.

Since 2005, La Baracca has been the project leader of Small Size, the European Network for the Diffusion of the Performing Arts for Early Years. In August 2014 the European Union, for the fourth time, recognized Small size's dignity as a networking project. And "Creative Europe", EU's programme for Art and Culture, is supporting the new project "Small size, Performing Arts for Early Years" until 2018. The partners of this European project are 17, from 15 different countries, and the activities they develop mainly involve shows, festivals, workshops, research, promotion and communication.

La Baracca ONLUS is a Cooperative with:

- 31 full-time employees (23 of which are working members)
- 16 part-time employees
- 170 supporting members

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Along with the production and the touring of shows, La Baracca - Testoni Ragazzi organises theatrical workshops and carries out research work. The workshops are realized by the actors of the company both in the theatre premises and in the schools; they mainly address children and young people, but also teachers and educators with training courses. The company proposes workshops in collaboration with municipalities and public entities and develops projects with a multi-year continuity.

To date the actors of La Baracca - Testoni Ragazzi have been leading 2.502 theatrical workshops: 1.587 for children, 215 for young people and 700 for adults and teachers.

The main experience has been developed with the school "G.Simoni", now Istituto Comprensivo Statale of the Municipality of Medicina. From the scholastic year of 1983-84 until now the project has involved 722 classes. The project is organized by the School and the Municipality of Medicina.

Bringing theatre in schools means to give value to young people's right to express themselves, to voice their ideas and their desires, to reveal their doubts and existential questions, in order to try to keep together the present, the traces of the past and the visions of the future.

The theatrical language is used to get to know each other and oneself, to choose to meet and connect with the others – also with an audience, using the performance to tell about ourselves, and not to show off. Theatre is meant as an opportunity to challenge ourselves, to find out who we are. In our experience, theatre is not used as a playful alternative to the daily schoolwork routine, but as a method to get the students involved in analyzing and elaborating the issues emerging from the work itself.



The artistic group directly involved in the development of the project is composed by Gabriele Marchioni and Daniela Micioni, working members of La Baracca, and Margherita Molinazzi, full-time employee of the company. Gabriele Marchioni (referent person for the project) started working with La Baracca in 1999. He is workshop leader, director, actor, author and graphic designer of the company. His experience as workshop leader begins in 2001 when he starts to develop theatrical workshop projects in collaboration with several schools of Bologna and other municipalities in the Region. In 2004 he starts to lead workshops in the Istituto Comprensivo Statale of the Municipality of Medicina (middle-school, 11-14 years). At the same time he starts a specific research aimed at producing shows for young people (11-14 and 14-18 years). Since 2012/2013 he is also in charge of ErraBANDA, a two-year training project for young people between 14 and 25 years old aimed at producing and presenting a show to students of secondary schools.

Daniela Micioni started working with La Baracca in 2001. She is workshop leader, actress, author and assistant director. Her experience as workshop leader begins in 2002 when she starts to develop specific theatrical workshop projects in collaboration with several schools of Bologna and other municipalities in the Region. In 2004 she starts to lead workshops in the Istituto Comprensivo Statale of the Municipality of Medicina (middle-school, 11-14 years). Since 2010 she coordinates "Arte e Salute Ragazzi" a project developed in collaboration with Arte e Salute ONLUS and the Department of Mental Health of the Bologna Local Health Authority within the program "Teatro e Salute Mentale" (Theatre and Mental Health) promoted by the Emilia-Romagna Region. The aim of the program and the project is to improve the autonomy, the quality of life and the bargaining power of people suffering from mental disorders, through special activities and work in the theatrical and communication fields. Until now she has been author and assistant director of 7 shows and acted in more than 26 shows for children and young people.

Margherita Molinazzi started working with La Baracca in 2011. She is workshop leader and actress. Her experience as workshop leader begins in 2012 when she starts to develop specific theatrical workshop projects in collaboration with several schools of Bologna and other municipalities in the Region. In 2015 she starts to lead workshops in the Istituto Comprensivo Statale of the Municipality of Medicina (middle-school, 11-14 years). In August 2014 she took part in the "Ambassador project" developed by La Baracca in collaboration with Amani NGO and Assitej Zambia. The aim of the project was to lead some theatrical workshops to children and young people of Mthunzi Centre of Lusaka and move the first steps to create a resident theatre company. Last May 2017, "Maloza - The man cub", the performance born from these workshops, was presented within the festival "Cradle of Creativity" of Cape Town-South Africa organised during the 19th ASSITEJ World Congress. Until now she has been author and actress of 5 shows and acted in 2 shows for young people.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Creative Europe	2014	2014-3544/001-001	La Baracca società cooperativa sociale ONLUS

D.3.3. Legal Representative

Title

Gender

First Name

Family Name

Male
Bruno
Cappagli

Form hash code: CA6BC5EFE764BDFC

EN

This form has been submitted on: 2018-03-21 11:28:44. Status: OK (1478532).



Department

Position

Legal representative

Email

gabriele@testoniragazzi.it

Telephone

+39 051 415 3700

☐ If the address is different from the one of the organisation, please tick this box

D.3.4. Contact Person

Title

Gender

Female

First Name

Antonella

Family Name

Dalla Rosa

Department

Position

DIRECTOR

Email

antonella@testoniragazzi.it

Telephone

39 051 4153713

☐ If the address is different from the one of the organisation, please tick this box

**D.4. Partner Organisation**

PIC	912777955
Full legal name (National Language)	
Full legal name (Latin characters)	Istituto Comprensivo Statale di Medicina
Acronym	
National ID (if applicable)	80071270377
Department (if applicable)	
Address	Via Gramsci, 2/A
Country	Italy
P.O. Box	
Post Code	40059
CEDEX	
City	Medicina
Website	http://www.icsmedicina.it/
Email	
Telephone	+390516970595
Fax	+390516970596

D.4.1. Profile

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

D.4.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The middle-school of the Municipality of Medicina, a town of more than 16.500 inhabitants, consists of 21 classes, 7 for each of the three grades (11-12, 12-13 and 13-14 years old). It employs 39 teachers and 5 other employees, and 470 students attend it.

The school aims at building individuals who are active and able to make realistic choices, today and tomorrow, so that to give value and meaning to their own existences. The school wants to raise students who are: Educated, able to build interpersonal relationship respecting the needed rules to a civil coexistence; Learned, able, on the basis of their skills, to understand, communicate, transform, face and solve problems, hand over what they learn; Mature, able to think about themselves and develop an aesthetic sense, make



motivated and consider worthwhile, to research those values that are more authentic.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The theatrical workshop project, active in the middle-school of Medicina since in 1983 in collaboration with La Baracca – Testoni Ragazzi di Bologna, is part of the area “strengthening of verbal and gestural communication”. It gives the students the chance of exploring new cognitive paths within the didactic of communication. Theatre allows students to explore and acquire a complex, complete and effective language, and gradually discover the possibilities and the limits of the body language. The students are asked to tell their own feelings, emotions, moods, desires, primarily through body language, to which is added, later on, the use of the word.

The main feature of this project is its continuity: it is a structural activity for the school’s project that accompanies the students along all the three years of formative pathway, contributing to the development of their personalities. The workshop is proposed within the curriculum program in order to let students experiment new routes of knowledge and develop instruments that can strengthen their own creative, expressive and communicative skills. The theatrical workshop is not an optional activity: all classes take part in it. For the first and second grades the workshop hours are ten, while for the third – and last - the hours are twenty. A chance to live a very significant experience together with the class, developed throughout the three years that ends in third grade with the creation of a theatrical performance that is presented to friends and families, but most importantly to all other classes that are following the same path.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.4.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

Female

Carmela SantoPaolo

Santo Paolo

Director

dirigente@icmedicina.it

+39 051 697 0595

☐ If the address is different from the one of the organisation, please tick this box

D.4.4. Contact Person

Title

Gender

First Name

Family Name

Female

Laura

Dall'Olio



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

Department

Position

Email

Telephone

☐

If the address is different from the one of the organisation, please tick this box

**D.5. Partner Organisation**

PIC	912823060
Full legal name (National Language)	Limfjordsteatret
Full legal name (Latin characters)	Limfjordsteatret
Acronym	
National ID (if applicable)	13307245
Department (if applicable)	
Address	Skolegade 14
Country	Denmark
P.O. Box	
Post Code	7900
CEDEX	
City	Nykøbing Mors
Website	www.limfjordsteatret.dk
Email	
Telephone	+4597710515
Fax	+4597710510

D.5.1. Profile

Type of Organisation	Local Public body
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.5.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The Limfjord Theater was founded in 1989. The theater is a local theater for Morsø Municipality, approved by the Cultural Board and is governed by the framework for local theater where 4-year operating agreements are signed, which ensures the theater's continuous operating conditions.

It was a local desire to have a professional theater for the outskirts of Denmark, which helped to start the idea and vision. The then Viborg County participated in the idea and developed the vision of spreading theater and culture to any corner of the local area, which today is known and respected for the Limfjord Theater. The theater plays a large part of its tour performances in a larger area



on and around Mors, but also tours in the rest of Denmark and abroad. The theater tours with performances suitable for smaller playrooms (small cultural centers, gymnastics and places alike). This preferred form is called intimate theater where close contact with the audience is high. The theater produces both professional performances for children and adults. A total of 2 - 5 performances a year, of which at least 2 are newly produced and some are performances that will be resumed and put on tour.

The theater has its headquarters in Nykøbing Mors, where they have both the blackbox and the auditorium, which are used not only for guest games and self-productions, but also music events, meetings, drama schools, storytelling, education, etc.

Outside the tour periods, the theater has a number of guest plays in the theater building. These are part of a subscription scheme with the Limfjord Theater's own performances. In some seasons, extra funds are being sought to make a larger performance with amateurs from the area and professional artists.

The theater has a children's subscription scheme for kindergarten children (3-6 years), which comprises approx. 600 children, each watching 3 performances a year, and a scheme for daycare children (0-3 years) who are also offered to see 3 performances a year

Limfjords Theater has newly accomplished to build a platform for theatre pædagogik and art combined. This is named LIM'eren Workshop for performing arts, which do different sorts of projects at kindergardens, schools, High schools, nursery homes etc.

All the staff is paid by the month.

There are two directors: artistic and financial.

LIMeren – workshop for performing arts: Director Charlotte Olling Rebsdorf

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Limfjords Theatre has been working with performance and kids for many years and has a good local connection. We have a talent school for young people in the age of 15-20 years old and a drama school for younger kids from the age 9 – 14 years old. We work in various creative areas, but our main focus is to develop how pupils can be in a creative process and gain from it.

We have a special unit for schools, LIMeren, where we are working in theater pedagogic ways to strengthen the collaboration between art and schools. We are at this point collaborating with different museum so as, TATE Modern in London and ARoS in Denmark. Besides collaboration with different partners, we have a cultural summit every year at Mors, where all Denmark is invited to take part in dialogues and workshops about How to achieve higher engagement through art and culture ex. at schools.

Limfjordsteatret is represented in various boards throughout Denmark:

National:

- Ministry of Culture's advisory groups on Open School projects support the Ministry of Education and Culture.
- Dialog Group through KL - Local Government Association - in conjunction with Open School - sits as a representative of TIO - Chairman of the Open school committee in TIO. (Theatre-interest group - 70 theaters in Denmark)
- Chairman of the Open School Committee in TIO - doing research on what makes the theaters of activities for schools and work politically to strengthen the area.
- Teatercentrum's Board - The World's Largest Children's Theatre Festival - April festival.

Regional:

- Steering committee in SCENET where there are development projects and collaborate on Open School initiatives. (24 theaters in North and central Jutland)
- Region Nord's development group for Talent Development.

Local:

- ADVISORY BOARD of the National Cultural Mors

Key persons involved in this project are Gitta Malling and Charlotte Olling.

Gitta Malling has been leader at Limfjordsteatret since 2001 and she work as a director at the theatre beside leading Limfjordsteatret. Gitta has been teaching a lot at local schools, doing creative project working with stage art. She has always had a focus on how theater could find a special purpose in teaching children with stage art as a tool – and with a special focus at empathy and reflection. Her education: Actor from L'Ecole Philippe Gaulier, London – Prof. Actor School with directing as an additional option, Stanislavskij School with Natazja Kavaraze in Copenhagen, Denmark and a Diploma Education in Leadership within Arts and Culture, Uni. College Zealand Denmark. Gitta has directed performances for children, youth and adults since 1992.



Charlotte Olling Rebsdorf has a Master in theater pedagogy and a Diploma in drama and school teacher. She has been teaching in 27 different schools in Denmark from 1st. Grade to Secondary High school. Her expertise is to lead an artistic process, from idea to product. Her eye for the process as a key to succeed is also very important. She cares about all the pupils to be recognized as the person they are playing in the class room and on stage.

Charlotte has put on shows for 150 – 200 pupils at schools and boarding schools in Denmark. Ex. Alive in Wonderland, Out of Africa and Hunting humans. (15 of this kind) and has been instructor at a performance called My conception – 20 young people made this audio performance at Viborg city council. She has also worked in Radiolab. Together with the Royal theatre in Copenhagen(youth program)

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.5.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

Female

Tore

MULLER

Director

tore@limfjordsteatret.dk

+ 45 24792027

☐ If the address is different from the one of the organisation, please tick this box

D.5.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

Female

CHARLOTTE

Olling Rebsdorf

LIMEREN Unit responsible

charlotte@limfjordsteatret.dk

+ 45 22414311

☐ If the address is different from the one of the organisation, please tick this box

**D.6. Partner Organisation**

PIC	912857883
Full legal name (National Language)	Ording Fiskole
Full legal name (Latin characters)	Ording Fiskole
Acronym	
National ID (if applicable)	
Department (if applicable)	
Address	skolesvinget 9
Country	Denmark
P.O. Box	
Post Code	7900
CEDEX	
City	Nykobing
Website	
Email	
Telephone	+45 97766102
Fax	

D.6.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.6.2. Background and Experience

Please briefly present the partner organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Ørding Free School is a small primary school-a free private school with approximately 75 students placed in the rural country side-situated with lakes, see side and forest close by. We are 12-15 workers. 4 teachers (of education- with focus on different subjects), one school leader (teacher of education teaching approximately half time), 2 teachers with university back ground/degrees in: Art/ art history + media/story telling both of them teaching approximately half time. Also we have got 2-4 supply/support teachers working here, who come with different backgrounds assisting the teachers and who carries on in after School Club, where also our 2 employees with university background work.



These assisting teachers are also here to assist children with different difficulties whom we include. With needs as; ADHD, autism - related problems, sensitive children in general. All paid workers. Also we have got a secretary one day a week, one person cooking & cleaning 20 hours a week, one handyman working 15 hours a week. Also paid workers. We have got 2 volunteers coming in every Wednesday for 2 hours assisting in the classes. (Both retired teachers). We have got a fine group of parents whom we can ask to help with different projects if needed.

At Ørding Free School we both weigh the individual all-round personal development and well-being loud, but also weigh the community across gender and age high. Respect for everyone's unique qualities implies that every individual has respect for the community! We have many inviting materials that interact with a more musical, practical and experimental way, enriching the formation of the whole person.

Our school "travel" out in the world and sniffs major museums, old castles, King Fegges grave, local writers' memorial sites, etc. But we use also the fine nature we have in the immediate area. Bronze and lakes, Limfjordens magic, forests and ditches. The school environment is inspired by thoughts about a homey, cosy atmosphere with flowers and stuff/pictures on the walls, which the children have made- alongside professional artists.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Every Tuesday Ørding Free school has been organizing for the past few years, one creative morning at the school. Consisting of a combination of practical, creative (art/music ect.), experimental and theoretical learning methods. We like to combine and develop all students' skills to both improve and feed the students' self-confident and innovative way of thinking but also in hope that the different and varied methods help difficult learned stuff to build as a more solid base in our students. Often we encourage students of different ages to learn side-by-side as well. We like to be outside these mornings-natures and being active are key words along with contemplation and time enough for lots of thought put into the students 'work etc.

Different classes/groups have other more creative subjects on their schedule every week, for instance: Year 0/1 creative English (combination of English and art. Year 2/3 2 art lessons per week. Year 4/5: Cooking lessons every week. All groups 0-7th grade have two hours of music every week!, We have got 2 weeks with theater including the whole school plus two theme weeks with different focus-often creative.

As we see it we would all benefit of this project. Our local area will be hopefully used to us being active and creative and very visible in our area. But we would love to put more on this account! Involvement in each other's' lives are important. Amongst children, amongst children and their teachers amongst teachers and parents, amongst school and local area, amongst local area and Denmark, amongst Denmark and Europe and other nations in general, amongst different types of workers/background/experiences to work with children.

As mentioned before we have a very broad way of looking at our teachers and we see this as an advantage for all us as well as for the children and students at the school and indeed for this project. We have 2 teachers with university back ground/degrees in: Art/art history and media/story telling that will support project activities along with the rest of members of the School faculty board.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.6.3. Legal Representative

Title

Gender

Female

First Name

HANNE

Form hash code: CA6BC5EFE764BDFC

EN

This form has been submitted on: 2018-03-21 11:28:44. Status: OK (1478532).



Family Name

WARD

Department

Position

DIRECTOR

Email

Fam.ward@mail.dk

Telephone

0045 97766102

☐ If the address is different from the one of the organisation, please tick this box

D.6.4. Contact Person

Title

Gender

Male

First Name

Simon

Family Name

Ward

Department

Position

Vicedirector

Email

kontoret@oerdingfriskole.dk

Telephone

004526194417

☐ If the address is different from the one of the organisation, please tick this box



E. Description of the Project

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed? Why should this project be carried out transnationally?

Butterfly, transforming Arts into Education, is built on the Strategic framework for European cooperation in education and training (ET 2020) that encompasses education and training systems in all contexts and at all levels. Butterfly addresses two of the strategic objectives of ET 2020: the promotion of Equity, social cohesion and active citizenship and the encouragement of Creativity and Innovation. And it focuses on the following 2016-2020 priorities: Relevant and high-quality skills and competences for employability, innovation, active citizenship and well-being; Inclusive education; Open and innovative education and training; and Strong support for teachers, trainers, school leaders and other educational staff. Moreover, European cooperation under ET 2020 takes the form of exchanges of information and experience on issues common to European countries' education and training systems which is one of the main Butterfly project's aims.

In line with the above-mentioned priorities of ET 2020 and the objectives of Erasmus plus programme, Butterfly is planned around cross-sectorial learning, exchange and training activities both at local and transnational level, building bridges between arts and education that improve children's performance and creativity, foster equal access to learning resources, and promote the use of local heritage traditions for reinforcing identity and social cohesion within the community. Analyzing school curriculums all over Europe we find that in most of the cases they are strictly divided into subjects with no links among them and that more innovation is needed to make those subjects attractive and useful in a multicultural and unequal society. In this sense many studies (among which the previously mentioned Eurydice and OECD reports) shown their confidence in the performing arts to stimulate and create strong links and facilitate social inclusion among school students and within the community as well as improving the acquisition of skills and competences. The lack of resources in the schools together with the absence of a more comprehensive and innovative approach in the curriculums, prevent teachers to explore the full potential of performing arts for teaching and learning. Butterfly consortium believe that performing arts should not only be present as an extra-scholar leisure activity but as an excellent cross-curricular resource to improve different competences and skills such as local and foreign languages, oral expression, playwriting, scenic art, light, music and sound design and production, showing school children a fully collaborative and creative way of working, enjoying and learning together in which every student can find their place regardless of their personal condition or abilities.

Therefore, Butterfly starting points is the real need for improving school performance, students' motivation and social inclusion. In response to this need the project proposes to exchange and develop innovative methodologies and experiences in the three partner countries that can be implemented in other contexts, involving not only teachers, artists and students but the entire educational and social community.

In this frame specific aims of the project are:

- Improve students' performance and motivation through performing arts
- Promote social inclusion by developing the participants' own capacities and a community sense of belonging
- Elaborate a common methodology that will reinforce teaching skills and expand school's curricula
- Explore the potential of performing arts for transforming the way of learning and improving participation
- Foster cultural heritage awareness among the entire educational community

Target groups include: Teachers; Students; Families and the whole educational community; Educational institutions, pedagogues, and sectoral associations; Culture agents, performing arts' companies and artists, heritage experts; Experts and Policy makers; Civil society and general public

Finally, one of the most important values to work in the educational sphere is cultural and social diversity and respecting and learning from others. Butterfly transnational project will allow to contrast and exchange knowledge, believes, traditions and experiences developed in different contexts that can influence each other mutually. Working transnationally will serve to obtain an external point of view over our daily work at schools, getting feed-back from peers but also from institutions and professionals of different fields enriching our methodologies and educational practices.

What results are expected during the project and on its completion?

Butterfly expects to improve students' performance and motivation using performing arts to introduce innovative and inclusive learning and self-development methodologies at school.



The participative approach of the project's learning communities and its recognition of the importance of the communities' intangible heritage and traditions will help to reinforce students' sense of belonging and civic competences, fostering social cohesion.

Besides the cross-sectoral and holistic approaches of Butterfly linking arts and education, will improve teachers' abilities to exploit the potential of performing arts for the acquisition of skills and competences.

In order to achieve those results the consortium will set up three Arts and Education local labs in which the school and the cultural partner institution will work side by side organizing encounters with professional associations, universities and teachers training centers along with workshops with artists and students at school promoting cross-curricular links between the arts and other areas in the curriculum.

These Arts and Education local labs will serve as frame to develop and test successful educational experiences to improve or achieve key competences at school with an inclusive perspective.

Besides the Arts and Education labs will organize several participative activities with the community, following the learning communities' methodology to collect information about local heritage and festive traditions fostering participative citizenship and social cohesion.

Along with it Butterfly will implement three transnational learning activities each of one will include a thematic workshop for teachers and culture agents focused on the following topics: Creativity and culture; Inclusion-equity; and on New innovative educational methods. The transnational learning activities will also include a master-class with a national expert open to the local professional community; study-visits to relevant experiences at local schools; and working sessions for the exchange, assessment and validation of successful educational experiences implemented at local level.

Butterfly will also produce a set of Methodological guidelines about the best use and integration of performing arts in school education.

The project will set up a Web site to disseminate and transfer knowledge and experience gained by participants and to serve as a participative exchange forum for professionals.

Besides, Butterfly will organize dissemination events, both for the professional sector and for the local communities including students and their families – such as a participative artistic performance in which students will show the work developed in Butterfly to the community - increasing awareness about Arts, Education and social cohesion.

Finally, Butterfly will organize a Good practices seminar to transfer project results to the educational and cultural professional community as well as to other stakeholders and policy makers.

In what way is the project innovative and/or complementary to other projects already carried out?

Butterfly brings innovation through a cross-sectorial approach that involves performing arts professionals and educators that will work together from the very beginning of the project. In fact, project's partners have already worked with this approach for many years, building bridges between arts and education and allowing cross-pollination between sectors.

Besides the project includes an innovative methodological approach that aims to develop a common language between educators and artists, designing, testing and implementing successful educational experiences that could be used in different contexts and environments.

Along with it, Butterfly project fosters social innovation expanding the collaborative learning communities approach, already implemented in some of the partner's territories, engaging families, teachers, students, creative industries and local business in the improvement of school education and students' performance and inclusive development.

On the other hand the project is complementary to the previous Erasmus plus K1 experience developed by Sierra Nevada CEIP "Comprehensiveness, inclusion and quality: The Finnish model, example and inspiration for CEIP Sierra Nevada; the Creative Europe Small Size project coordinated by La Baracca for the diffusion of performing arts for children which gives its own contribution to the idea that young children are citizens and, as such, subjects of rights. Finally, Butterfly can learn from the impact of the Creative



Europe Let's Dance project coordinated by AAIICC focused on social inclusion through dance.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a similar project?

The Project consortium is organized around three teams - in Spain, Italy and Denmark – in which we count with one local school and one cultural institution that will develop creative methodologies and successful educational practices. In this framework partners have been selected for their experience, the different but complementary methodological approaches and their willingness to take part in a transnational educational project.

To select Sierra Nevada CEIP, AAIICC along with the Granada office of the Regional Ministry of Education and the Granada teachers' center, organized specific training sessions addressed to all the schools in the province potentially interested in using performing arts for improving school education. After this sampling Sierra Nevada CEIP was chosen for its experience and leading role in inclusive and participative education through learning communities; its project-based learning approach, its previous experience with participative performances; and its international experience in Erasmus plus mentioned before. Sierra Nevada CEIP will also bring to the project its experience working with a local performing arts company, Títeres Etcetera well-known for its research of the history and heritage of European theatre.

AAIICC manages Abecedaria programme, that is been working for more than 20 years bringing performing arts to school children through a regional touring programme which involve local schools and public theaters – which reaches more than 40.000 pupils a year -. The program also organizes professional seminars for teachers and educators. AAIICC has never taken part in Erasmus plus but has wide experience in other European programmes, such as Creative Europe in which it has recently coordinated Let's Dance project, about social inclusion and creative learning through performing arts.

La Baracca is a performing arts company with more than 40 years of experience that produces shows addressed to children and young people. In addition to the activities of the Teatro Testoni Ragazzi in Bologna, they manage a small Theatre hall in Medicina (district of Bologna) with the aim of strengthening the deep collaborative work developed with the schools, the students and the territory. Along with the production of shows - both in the theatre premises and in the schools - La Baracca organizes workshops for teachers and educators and carries out research work and they have collaborated with Abecedaria program since year 2000. Since 2005, La Baracca has been the project leader of Small Size, the European Network for the Diffusion of the Performing Arts for Early Years, co-funded by Creative Europe that directly involves 17 European theatres and cultural centers. Within this network La Baracca organizes "Visioni di futuro, visioni di teatro..." the international Theater Festival for Early Years which has arrived at its 14th edition. Istituto Comprensivo Statale from Medicina has been actively collaborating with La Baracca – Testoni Ragazzi since 1983 in a project that gives students the chance of exploring new cognitive paths within the didactic of communication. The main feature of this project is its continuity both along the years and during the entire length of the students' formative pathway at school.

At Denmark Limfjordsteatret will bring to the Project its experience as center of artistic production founded in 1989 and directly linked to a network of schools where they develop artistic activities. Limfjordsteatret is represented in various boards throughout Denmark such as the Ministry of Culture's advisory groups on Open School projects and they are Chairman of the Open school committee of the Theatre-interest group that represents 70 theaters all around Denmark. Limfjordsteatret counts with a specialized area for schools, LIMeren, which works in pedagogic ways to strengthen the collaboration between artists, pedagogues and schools. Oerding Free School is small school placed in the rural country side that has taken part in a number of workshops and artistic educational experiences with Limfjordsteatret, involving students in the whole creation process. None of the Danish partners have been involved in a similar transnational project before. Limfjordsteatret meet Abecedaria in 2016 and since then they have organized few exchanges between professionals of arts and education in Denmark and Spain.

The consortium gathers education and cultural institutions with shared aims and objectives that can benefit each other mutually and generate synergies due to their complementary profiles. In the three countries the selected schools offer an excellent ground to test and validate Butterfly proposals in a local context, while the larger scope of the cultural institutions involved will allow spreading and replicating afterwards project results in a regional, national and international scale thanks to their strong links with Education and culture authorities and international networks.

How will the tasks and responsibilities be distributed among the partners?

The tasks and responsibilities' distribution among partners will be stated in a Cooperation Agreement prepared and signed before project starts.

AAIICC will oversee the project coordination and its financial management as it has wide experience managing European and international projects, and this expertise will help to properly coordinate this action. The coordination methods will ensure an



efficient methodology for project implementation and monitoring, applying standard European practices for quality project management, fostering the active involvement of all partners and promoting a horizontal decision-making process. To do so Butterfly plans to establish different committees:

Steering Committee coordinated by AAIICC and formed by representatives of each partner institution, will take care of both technical and administrative tasks and Financial Coordination, between partners and with the contracting authority, ensuring compliance with the Erasmus plus Program Guidelines.

Communication and dissemination committee: Coordinated by La Baracca with the specific support of AAIICC's ICT department, and formed by representatives of each partner institution.

Evaluation and follow-up committee: Coordinated by AAIICC and Limfjordsteatret, it will count with representatives of each partner institution. This committee will monitor the project activities and results elaborating follow up reports and ensuring the quality of the project in all its phases and the accomplishment of project indicators.

Impact and Sustainability Plan committee: Coordinated by Sierra Nevada CEIP with the support of Oerding Free School and Istituto Comprensivo Statale di Medicina. It will be in charge of monitoring the Impact and Sustainability Plan of the project, ensuring that the successful learning experiences developed, and all the knowledge acquired along the project will be collected, use and remain available after project's end.

Besides and as mentioned above, the consortium is organized in three local teams formed by staff from both the school and the cultural institution - based in Granada, Mors and Bologna. These local teams will implement the Local labs of Arts and Education that include artistic workshops, professional encounters and participative activities for project dissemination within the entire educational community and local society. Each one of the local teams will take care of designing and implementing the corresponding transnational learning activities proposed.

What are the most relevant topics addressed by your project?

Creativity and culture

Inclusion - equity

New innovative curricula/educational methods/development of training courses

Is the partnership specifically aimed at regional cooperation and led by local and/or regional school authorities from different countries?

No

E.1. Participants

Please briefly describe how you will select and involve participants in the different activities of your project?

Participants directly involved in project activities will be: Teachers and staff from both the Education and Cultural institutions taking part in the project; other teachers, pedagogues and culture and education experts; students and their families.

Teachers are key actors in our project and they will participate in the Arts and Education local labs, encounters and professional workshops. A selected group will take part in the transnational learning activities. The participant schools will select the teachers taking part in the transnational learning activities taking into account their personal and academic profiles and motivation; the implication in the learning and successful educational practices develop and their foreign languages' competences.

We will involve participant students through the partner schools that will engage them in the workshops organized with artists at school, the local participative performances and in the research and collection of local heritage festive traditions.



Butterfly will reach families and local communities through the participant schools, the parent's associations, local newspapers and social networks. Families and local communities will be the main source of information for the students' collection of local heritage festive traditions and they will be also involved in participative activities such as local performances and dissemination events.

Educational institutions, pedagogues and faculties will take part in specialized learning activities, professional encounters and communication events. They will be involved through sectoral associations, specialized bulletins and social networks, and existing collaborative networks of the project's partners.

Culture institutions, art and education experts, performing arts' companies and artists, plus local heritage specialists will also be involved in specialized learning activities, professional encounters and communication events. They will be reached through sectoral associations, social networks, and existing collaborative networks of the project's partners.

Experts and Policy makers will be involved in main communication events such as master-classes or the Good practices international seminar, and they will be reached through regional public bodies, Education and Cultural Departments of regional or national governments to whom the partner institutions are linked; European bodies and networks such as EACEA, Eurydice network or Erasmus plus program.

Besides the participants selected to be involved in specific project activities, Butterfly will reach other group and stakeholders that will benefit from or will be target of the activities organized by the project. This groups will include at least 75 teachers and educators; 300 school students; 450 family or educational community members; 150 Education and culture institutions, professionals, pedagogues, performing arts companies; approximately 20 experts or policy makers and 1500 persons from the civil society and general public.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No

Please describe briefly how and in which activities these persons will be involved

As mentioned before Butterfly seeks to involve and reach as many agents, institutions and beneficiaries as possible enriching project contents and debates and enlarging its impact both at professional and social level.

Therefore and besides the direct participants involve in specific project activities Butterfly will involve teachers, educators and pedagogues through the participant schools, the provincial and regional teachers' training centers, public education Departments, teacher's networks and other professional associations. This group will be invited to take part in the encounters organized by the Arts and Education local labs as well as in the open workshops and master-classes organized in the frame of the transnational learning activities. Teachers from all around Europe could be involved in on-line debates promoted in eTwinning and School Education Gateway and will benefit from project results and methodological materials developed and distributed through project web site and other relevant platforms.

Other culture institutions and experts will be involved through participant institutions' strong networks and will be invited to take part in the encounters organized by the Arts and Education local labs as well as in the open workshops and master-classes organized in the frame of the transnational learning activities. This group could also be involved in on-line debates promoted in the School Education Gateway and will benefit from project results and materials.

Besides students and families from other schools in the provinces of Granada, Bologna and Mors could take part local in some of the activities planned in the frame of the Arts and Education local labs such as the participative performances and other communication and dissemination events. At general level this group will benefit from project results regarding the improvement of student's performance, motivation and social inclusion through performing arts.

Finally, general public will be involved in dissemination and in participative activities, and they will be reached through generalist social networks, newspapers, and civic associations.



F. Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

The partners involved in the consortium will draft and sign a Cooperation Agreement before project starts, which will include the aims and objectives of the action as well as the distribution of tasks and responsibilities between partners. This cooperation agreement will also include the grant implementation overall rules, conflict solving methods, and other legal issues regarding the participation in an international consortium funded by Erasmus plus program.

It is to notice that as mentioned above, before and during project preparation there have been a good number of professional contacts within the consortium that lay the solid foundations of Butterfly project. Limfjordsteatret for instance has organized two different study-visits to Granada in 2016 and 2017, and AAIICC staff has also visited Mors in Denmark in 2017, in order to get to know the educational and artistic context of both areas. Besides, the whole consortium has organized different virtual meetings in order to prepare this application along 2017-2018.

On their side every partner school have informed their corresponding faculty boards and have selected the key experts that will be involved in project management. They have also started contacting teachers' professional associations and Pedagogy Faculties that can be concerned by Butterfly contents and project's results.

The cultural institutions, AAIICC, La Baracca and Limsfordstheater have also already assigned to Butterfly the experts in Arts and education they have in their staff and have informed their corresponding boards of project's aims, expected results and activities.

In order to promote the involvement of stakeholders, AAIICC along with Sierra Nevada CEIP have already informed about this project proposal the Granada Teachers center, CEP, as well as the Education Department of the Andalusian Regional Government which is indeed an essential partner in Abecedaria program (the Education Department of the Andalusian Government is member of the advisory board of the program and they elaborate and distribute the didactic guides of the performing art shows that Abecedaria offers to school students in the 20 Andalusian municipalities that take part in the program nowadays).

The selected staff of each institution will take part in the local Arts and Education Labs from the very beginning of the project. That way they will know and understand project's aims and challenges before the Transnational learning activities and they will be able to make the most out of them. Besides and before the actual travels selected staff will receive information about the educational and cultural context of the countries and cities they will visit.



G. Project Management and Implementation

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

Project will set up three Arts and Education local labs (in Granada, Mors and Bologna) in which the schools will work together with the partner cultural institution during the whole project's length organizing encounters with professional associations, universities and teachers training centers and workshops with artists and students at school.

The Arts and Education local labs will also serve as frame to develop and test successful educational experiences to improve or achieve key competences at school with an inclusive perspective and produce a set of Methodological guidelines about the best use and integration of performing arts in school education.

Finally, the Arts and Education labs will organize participative activities with local communities to collect information about local heritage and festive traditions fostering social cohesion and culture awareness.

In this frame and with the funds of the grant requested Butterfly will support:

- the participation of a minimum of one artist/one Arts and education expert in each country to lead workshops for students at schools
 - organizational cost for the professional encounters
 - fungible material for the artistic workshops at schools
 - an expert for each of the master-classes developed during the transnational learning activities (one in each country)
- Under this budget item partner institutions will also fund Communication and dissemination activities all through project's implementation, such as:

Joint activities:

- Design and setting up of a project Web site
- Design of project logo and communication materials as banners, flyers...
- Printing communication materials as flyers (which will be bilingual, in English and in the local language: Italian, Spanish and Danish)
- Good practice seminar. This seminar will be developed in the frame of the third transnational learning activity in Bologna, in order to take advantage of the presence of education and culture professionals from the three participant countries, reducing costs and enlarging its impact.

Local activities:

- Information days to present the project to the press and to the professional community
- 3 participative performances open to the community (one in each country)

Besides the project will count on one external expert to collect and record all the intellectual results and documentation produced in the transnational learning activities and in any other learning activity or professional debates developed along the project.

We will also count on a specialist to record and edit the audiovisual material generated in specific project activities such as the participative artistic performances and the master-classes.

Please describe the methodology you intend to apply in your project.

Butterfly project aims to implement an original methodology in which school teachers' work together with artist and cultural institutions exploring the potential of introducing arts into education in order to improve skills and competences as well as students' performance, motivation and engagement. This methodology is inspired by an 'Action learning' model, which has five steps: WONDER; DOCUMENT; ACT; PLAN; REFLECTS. This methodology promotes the constant revision and evaluation of process, both from a quantitative and qualitative perspective, giving the partners the necessary feedback to improve project outcomes and results. At the end of the project the material collected will be treated in a hermeneutic methodological framework.

Besides from an inclusion perspective, this 'action learning' method will give the teachers and artists room to experiment, observe and reflect on their own experiences to develop a more inclusive learning practiced with a focus on students' resources and potential - rather than on the children's possible weakness or disadvantages.



Taken into account this conceptual and methodological approach Butterfly project will structure its activities as follows:

- Transnational coordination meeting with partners
- Arts and Education Local labs gathering together schools and cultural institutions, teachers, artists, universities and local communities, developing and testing successful educational experiences and workshops with artists at school
- Designing and implementing Transnational Learning activities
- Design and implementation of a Communication and dissemination Plan
- Design and implementation of a Follow up and Evaluation plan
- Design and implementation of an Impact and Sustainability Plan

The products developed will be validated, both from a quantitative and qualitative perspective: quantitative through the questionnaires that help to test and valid the successful educational experiences, to make them transferable and sustainable. For a qualitative approach teachers and artist will maintain meetings to discuss and asses the results of the implemented experiences.

During first learning transnational activity teachers and artists will design a template that include different issues that should be considered in every successful educational experience developed by the territorial teams, to ease the creation, systematization and later evaluation of those experiences.

The second and third learning transnational activity will serve to exchange, assess and validate the successful educational experiences implemented at local level, as well as to elaborate didactic guidelines about the best use and integration of performing arts in education.

Butterfly will share and disseminate its results both with the professional community and with the society. The Arts and Education labs implemented at schools will end up with the organization of a participative artistic performance open to the local community, which will take into account the collection of intangible local heritage and festive manifestations developed along the project.

Finally, a Good practices seminar will be organized to transfer project results to the whole educational, cultural and artistic community.

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will it take place and what will be the goal?

There will be 4 transnational project meetings which will be attended by one representative of each partner institution, except from the lead partner institution, AAIICC, that will send two people to assure both the technical and financial follow up.

The first transnational meeting will be develop in Granada in December 2018 and will serve as a starting point to supervise and coordinate the overall project's launching. An important goal of this initial meeting will be to set the specific rules to apply for project's monitoring, activities implementation and communication patterns between the consortium.

The other transnational meetings will coincide with the transnational learning activities optimizing expenditures and expanding the number of direct beneficiaries of some of the transnational learning activities programmed as the thematic workshops and the masterclasses. The second transnational meeting will be developed in Mors, Denmark on spring 2019; the third one in Bologna, Italy on autumn 2019; and the final one in Granada on spring 2020.

These meetings will serve to do project follow up, supervising the correct implementation of the planned activities and taking care of any possible deviation or problem occurred during project development. They will serve as well for monitoring the budgetary execution and taking joint decisions regarding any unexpected expense or activity. After each transnational meeting, the lead partner will send a draft of the proceedings to the rest of partners for their revision and subsequent signature, in order to register all the agreements and keep a record of project advance and performance.

How will you communicate and cooperate with your partners?

We will establish an internal communication plan with our partners that will include first the use of email for any ordinary daily exchange of information. Along with it we plan to have a Skype meeting every three months to assure project's follow up and solve questions and doubts arisen during the implementation of activities. Finally, the Transnational meetings will allow having a direct personal contact between coordinators of every participant institution.



The communication and cooperation patterns within the consortium will be as horizontal and fluid as possible, promoting also transparency and equality in project's governance.

Besides every participant institution will propose an internal communication method to inform their corresponding faculties, management boards and staff about project development and results.

For project coordination and follow up AAIICC will assign one person in charge of contents and activities' follow-up and one person to financial coordination and report that will ask every participant institution to send their corresponding information about activities' and budget implementation every six months and at any other time needed. To ease the exchange of technical and financial documentation and reports we will use a collaborative on-line platform developed by AAIICC called PANDORA that it's been previously used in other European cooperation projects.

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

To avoid risks during project implementation we have planned to sign a Cooperation agreement before project starts that states partners' responsibilities and tasks distribution as well as the problem-solving methods to apply. Besides both the transnational coordination meetings and the skype meetings planned during project's length, will allow exchanging points of view and solving any conflict between partners or activities' implementation that might arise.

In relation with the consortium, Butterfly counts with a total of six participant institutions from three different countries which gives it a large room for manoeuvre in case one of the partners has to leave the project for any reason.

Besides in order to minor risks during learning transnational activities we will only travel with adults – teachers, artists and staff of the institutions involved – and to countries in the Schengen area avoiding any possible problem with visas. Every participant in the learning transnational activities will be cover by a medical and travel insurance.

Finally, in the selection of key persons that will take part in the activities, as school teachers, we will always count with substitutes in case for any reason they cannot attend those activities and we will also have alternative dates or venues for the implementation of the foreseen activities along project's implementation.

How will the monitoring of the project activities be carried out and by whom?

Butterfly project will set out a global strategy for project monitoring that will serve to supervise and assess the ongoing project development both from a quantitative and qualitative approach, and the proper implementation of project activities and budget.

The overall project follow-up and monitoring will be undertaken by the lead partner, AAIICC, with the specific support of Limfjordsteatret in the framework of the Evaluation and follow-up committee. The Agency will make a follow up and financial report every six months that collect all the information about the implementation of the activities and that allows correcting possible deficiencies or problems detected during the execution.

Besides during project's length Butterfly has planned a total of 8 follow-up on-line meetings that along with the 4 Transnational coordination meetings will serve to properly monitor the implementation of project activities.

Along with it Limfjordsteatret will prepare templates to collect and keep record of all the statistic information generated by the whole Butterfly consortium during project implementation. These statistics will include detailed information about project's activities participants such as: number, professional profile, age range, sex, nationality. Besides Limfjordsteatret will design questionnaires to gather and assess qualitative information about the content and quality of activities developed.

Every partner institution will be responsible for collecting and keeping those statistic and quality information and sending them to project coordinator on time allowing for the production of the corresponding follow-up and final reports.

How will you assess the success of your project?

Butterfly consortium will monitor with the support of the Evaluation and follow-up committee, previously established indicators such as the number of artistic workshops develop; number of professional encounters; number of transnational learning activities; number of succesful learning experiences; professional workshops and masterclasses; number of communication and dissemination



events or number of participative performances. Besides it will also gather information about number and profile of participants in the local labs, students in the workshops, teachers in the seminars and masterclasses, experts and policy makers to the Good Practices seminar etc.

We will also monitor the number and country of origin of the visits to the web site as well as the number and origin of downloads of project outputs such as the Methodological Guidelines and any other learning material developed.

Along with theses quantitative and geographical indicators the consortium will design quality evaluation questionnaires in order to assess the improvement of teacher's skills and competences and student's motivation and social inclusion.

We will measure the impact of Butterfly news, events and methodological resources in both educational and cultural networks and associations at regional, national and European level.

We will finally use the follow-up reports elaborated every six months to have accurate information about the achievement of project goals or any deviation that should be corrected.

If relevant for your project, do you plan to use Erasmus+ online platforms (e.g. EPAL, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project?

During project preparation we have used School Education Gateway platform searching for policies, strategies and reference documents in the field of school education in the European context; a few of which appear quoted in the presentation of project's priorities and objectives. Besides we plan to use School Education Gateway collaborative spaces to outline and discuss topics and experiences related to the use of performing arts in school education in which could take part both education and culture agents, while eTwinning will be used by schools during project implementation to exchange information and share resources in the Twinspace. Finally, we have consulted Erasmus + project results platform looking for information about other projects funded in the field of performing arts, and we will also use it after project's end to share its results.

**G.1. Learning/Teaching/Training Activities**

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

The transnational learning activities will certainly help to reinforce teachers and educators' profiles by means of the thematic workshops, master-classes and study-visits organized in each of them. These transnational learning activities will give teachers and arts and education specialists the opportunity of getting to know other educational practices developed in different contexts and getting feedback from their peers about common problems and challenges. Traveling to another countries and scenarios will allow the participants to explore the potential of performing arts for enriching and transforming the way of learning and improving skills and competences thus promoting social inclusion. Besides the transnational learning activities will serve to exchange criteria and validate the successful educational experiences tested at local level.

The transnational learning activities will also serve to elaborate common Methodological guidelines about the best use of performing arts at schools for inclusive, cross-curricular learning and students' personal abilities development.

The transnational learning activities will finally allow to open minds and paths to a more creative and inclusive multicultural European society.

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	School Education
Activity Type	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	This transnational learning activity, TLA, will include a thematic workshop for teachers and culture agents focused on Creativity and culture. The participation of experts from the culture field along with school teachers will foster the exchange of methodologies and experiences generating synergies and strategic alliances. The transnational learning activity will also include a master-class with a national expert open to the local professional community; study-visits to relevant experiences develop at local schools; and working sessions for the exchange, assessment and validation of successful educational experiences implemented at local level.
Country of Venue	Denmark
No. of Participants	12
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES
	CEIP SIERRA NEVADA



	LA BARACCA SOCIETA COOPERATIVA SOCIALE ONLUS
	Istituto Comprensivo Statale di Medicina
	Ording Fiskole

Activity No.	C2
Fields	School Education
Activity Type	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	The transnational learning activity, TLA, will include a thematic workshop for teachers and culture agents focused on the following topic: Inclusion-equity. The participation of experts from the culture field along with school teachers will foster the exchange of methodologies and experiences generating synergies and strategic alliances. The transnational learning activities will also include a master-class with a national expert open to the local professional community; study-visits to relevant experiences develop at local schools; and working sessions for the exchange, assessment and validation of successful educational experiences implemented at local level.
Country of Venue	Italy
No. of Participants	12
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES
	CEIP SIERRA NEVADA
	Limfjordsteatret
	Ording Fiskole
	Istituto Comprensivo Statale di Medicina

Activity No.	C3
Fields	School Education
Activity Type	SP-SCHOOL-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	The transnational learning activity, TLA, will include a thematic workshop for teachers and culture agents focused on the following topics: New innovative educational methods. The participation of experts from the culture field along with school teachers will foster the exchange of methodologies and experiences generating synergies and strategic alliances. The transnational learning activities will also include a master-class with a national expert



open to the local professional community; study-visits to relevant experiences develop at local schools; and working sessions for the exchange, assessment and validation of successful educational experiences implemented at local level.

Country of Venue	Spain
No. of Participants	12
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Limfjordsteatret
	Ording Fiskole
	LA BARACCA SOCIETA COOPERATIVA SOCIALE ONLUS
	Istituto Comprensivo Statale di Medicina
	CEIP SIERRA NEVADA

How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Each partner institution will select the participants in the transnational activities among those that have previously taken part in encounters and meetings of the local labs in each one of the territories involved guarantying their engagement all along the project.

To ensure their safety all of them will be covered by travel and medical insurances.

The local host team of each one of the transnational learning activities will take care of selecting and preparing the most suitable venues for the meetings and the visits to local schools and creative experiences selected. They will also propose and contact a relevant expert for the masterclass.

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

Butterfly will make use of Europass Mobility to certify the knowledge and skills acquired through the participation in the transnational learning activities. Besides the competent Education authorities at regional or national level will award participant teachers recognition for having participated in Erasmus plus transnational learning activities.



H. Follow-up

H.1. Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

The impact of this project will be observed and measured in its direct and indirect beneficiaries, including all school actors: teachers, students, staff and administrators and parents; along with educational and cultural institutions, policy makers and local communities.

In the teaching staff: Butterfly will have impact on their teaching processes and the inclusive dimension of their practices, including innovative methodologies that will bring performing arts to the classroom as a means of development of cross-curricular link within subjects and developing critical and creative thinking in their students. Learning how to make best use of performing arts for teaching and learning will motivate teachers and help to improve their professional development.

The teachers involved will receive specific training and awareness in this field by participating in the local labs, thematic workshops and master-classes, which will give them the confidence to incorporate into their teaching work the successful educational practices, generated together with performing arts professionals, broadening teachers and educators' profiles.

In order to ensure the impact on the educational organizations, the learning community model that is currently implemented in some of the participants' centers, will be used to transfer and endow the acquired knowledge and disseminate good experiences. The school's faculty along with the teachers directly involved in the project will be channel and disseminate the experience acquired to the rest of the teachers of the center, advising and showing tutors the best use of the successful practices developed, in order to establish and include them in the center plans of schools.

In students: the implementation of innovative and inclusive learning methodologies and successful learning practices will have a strong impact in improving the results, motivation and learning acquired by the students. The participation of the students in the workshops with artist and performances organized in their schools will provide them with a wide range of tools for expressing themselves, removing inhibitions and raising awareness about art and heritage from childhood. At present, from the field of neuroscience, it has been proven that the intervention of the emotion is necessary to generate learning, reason why the use of any methodology or educational practice of success linked to the attainment of emotions by the students will ensure students are motivated, creative and able to produce sustainable and real learning and generating strong links with the entire educational community.

Professionals from the world of performing arts and cultural institutions: for the professionals of the culture sector, the expected impact is based on the development of their pedagogical competences, by means of participating in local labs, thematic workshops and master-classes. That way performing arts professional will be able of understanding the functioning and needs of the educational world, its teachers and students, giving them the possibility of becoming strategic partners for the teaching staff.

In the local communities: the project is expected to serve as an amplifier for the change and transformation already initiated by partner schools which have managed to involve local institutions as well as the City Councils in different artistic and cultural activities organized with the educational community. The experiences already developed in this field by the participating educational centers, have shown how students, their families and the local society achieved a real transformation thanks to the direct contact with the world of the performing arts, improving engagement and participation at and with school. Finally, the collaborative work implemented to collect intangible heritage manifestations and traditions of the communities will serve to reinforce the sense of belonging and social cohesion.

Policy makers and experts: they will benefit by project debates and results such as the Methodological guide for the best use of performing arts at school. Besides they will be invited to take part in the final Good practices seminar having the opportunity to find out about innovative teaching and learning strategies.

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

The project can have impact in the appreciation of artistic and cultural activities per se, and as transversal tool for teaching other subjects and especially for transmitting values and emotions; improving students' performance and motivation; promoting the acquisition of skills and competences and educational community engagement towards inclusive education; and finally, in the



community recognition and awareness of the importance of intangible local heritage for social cohesion. Transferring these outcomes and values towards the relevant educational and cultural networks and associations at local, regional, national, European and/or international levels could help to build a participative and more cohesive European citizenship.

At the local, provincial and regional level, it is expected to give continuity to the process of local transformation initiated by strengthening it with the implementation and transmission of these educational practices of the importance of using performing arts for a more holistic and complete development of citizens. The knowledge and materials produced will be transferred to other schools in the locality and the region through educational and cultural events of the project experience as an example of good practices through the Teacher's Center, the cultural institutions involved, local and regional media and the Faculties of Education from the different participant territories.

Besides, Butterfly will transfer the information and project results to the competent national and European institutions and professional educational networks in order to foster the debate about the need of including performing arts in the pedagogy faculties, teachers' long-life learning programs and in the primary and secondary school curricula.

At European level, Butterfly proposes a strategic partnership between schools and cultural institutions from three different European countries (Spain, Denmark and Italy).) Moreover it counts with the participation of La Baracca who leads an international network with 66 associates from 30 different countries from three continents that will allow that project's results have impact not only regionally or nationally but also at European and international scale, fostering the debate and improving learning and teaching strategies in the field of performing arts for education. Therefore, all the knowledge generated will have a solid, modern and international perspective, making possible that the material generated can be used and tested in different contexts and realities, conferring transferable tools permeable to other educational contexts.

How will you measure the previously mentioned impacts?

To measure the impact of the successful educational experiences for the development of curricular and extra-curricular competences through performing arts, we will use questionnaires to be used by participant schools and we will exchange the results during the transnational learning experiences in order to validate them and/or to correct whatever is found necessary.

Besides, a report will be generated to record the development, topics discussed, and conclusions reached after the development of each of the transnational learning activities implemented.

Participant institutions will record the number and profile of the participants in every project activity developed in every partner country, distinguishing between school agents, professional associations, experts or policy makers, as well as age range, sex...

Finally, we will measure the impacts on the general and on the specialized medias and social networks, as well as the visits to the web site and the number of downloads of the Methodological guidelines and other didactic or communication materials developed.

To measure the impact on the improvement of skills and competences of teaching staff and students, we will undertake a longitudinal study to analyze the situation, pre and post the development of the Arts and Education local labs and the implementation of the successful educational practices, so that improvement can be assessed and quantified.

For the broad educational and local community, we will also use questionnaires' aiming to measure the qualitative impact of the artistic and cultural awareness activities developed in the Arts and Education local labs.

All the above-mentioned tasks will be supervised by the Impact and Sustainability Committee of Butterfly, who will present an Impact report on month 12 and 24 of the project.

H.2. Dissemination and Use of Projects' Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

What will be the target groups of your dissemination activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.



The dissemination and communication plan of Butterfly project addresses the whole educational community of the involved territories, as well as education and cultural institutions, managers and professionals at local, regional, national and European level.

More precisely the target groups of the dissemination activities are:

Teachers and other educational staff

Students, families and parent's associations

Education and pedagogy professional networks at local, regional, national and international level such as EUNET, the European Network for Education and Training; ETEN, European Teacher Education Network; EUNEC and Eurydice.

Culture, performing arts and heritage professional at local, regional, national and international level such as ASSITEJ International Association of Theatre for Childrens and Young People, ISME International Society for Music Education, Proexdra -Asociación de profesores por la expresión dramática, and others.

Experts and policy makers

Culture associations, civil society and general public

The above-mentioned target groups have been selected on the basis of the project's aims and because they can directly benefit from project's impact and help to transfer project's outputs and results at local, national and European level, multiplying the number of beneficiaries and making visible the European Union support to this Arts and education cooperation project beyond the partnership.

Which activities will you carry out in order to share the results of your project beyond your partnership?

The dissemination and communication plan encompass both visibility actions that will help to communicate the European Union support and to reach and enlarge project's beneficiaries, along with specific actions for sharing and transfer project's results and impact to the whole educational and cultural community, within and beyond the partnership.

The transfer of project's results is a key goal for the consortium as it will help to enlarge the number of direct beneficiaries and to expand Butterfly network of arts and education, fostering feedback to project's methodological proposals and materials, and promoting the exchange of experiences and indicators between teachers, pedagogues, families, performing arts institutions and companies. The following communication and dissemination activities will allow sharing project's impacts towards the society.

Communication and visibility actions

-Design of project logo and corporate image material

-One Butterfly professional information day in each partner territory at the beginning of the project and one at the end of project's implementation.

-Elaboration of press-kits and press-releases to be distributed in press-conferences and sent to local and regional newspapers, press agencies and selected journalists

-Planning and implementation of a social media strategy with a facebook fan page and twitter profile that allows reaching large audiences in a short period of time.

-Design, production and maintenance of project's web site. The web site will be cross-linked to partner's web sites and it will allow both communicating project's mission and activities as well as giving open access to project's outputs.

-Use of eTwinning, School Education Gateway and Erasmus + project results platform

-E-mail selective distribution of project events among pedagogy faculties and networks, performing arts institutions and companies, cultural managers and professional associations.

Dissemination activities and events

-A minimum of 3 encounters with professional associations, universities and teachers training centers will be organized in the framework of the Arts and Education local labs.

-A minimum of 3 workshops with artist at schools will be programmed in the framework of the Arts and Education local labs.

-3 local participative performances will be organized – one in each country - to reach and engage parents, the whole Educational Community and local society.

-One Good Practices seminar will be programmed during the third transnational learning activity to transfer project's results beyond the partnership.



The methodological guidelines and strategies identified and/or developed during project implementation will be collected and published in English - and then translated into the three countries' own languages - to be distributed through the project's web site, regional, national and European networks, etc. to transfer project findings and results beyond the partnership.

Besides and as mentioned above we will use School Education Gateway collaborative spaces to discuss topics and experiences related to the links between performing arts and school education in which could take part both education and culture agents improving project visibility and communication. Along with it Butterfly will foster the use of eTwinning during project implementation to exchange information and share resources between schools in the Twinspace.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

La Baracca will coordinate the communication and dissemination plan and every partner institution will contribute with its own press or communication departments to implement the planned activities in each territory.

La Baracca has coordinated several European projects and networks such as Small Size which was founded as an Artistic International Association in 2007 within the framework of the project Small size, the net, financed by the Culture Program of the European Union and nowadays has built a Network for the diffusion of performing arts for the early childhood that counts with 66 associates from 4 continents and 30 different countries, and this expertise will allow them to properly plan, implement and follow up the communication and dissemination activities.

Regarding the resources allocate to this communication and dissemination plan we can count on both human, strategic and financial resources. Specific financial resources are included in the Management and implementation chapter of the budget described above. La Baracca has an active communication department that will oversee the implementation of Butterfly dissemination activities. Besides, AAIICC can offer technological support to the project web site through its ICT department which at present counts with over twenty five people in their staff and will also make available the human resources of its digital communication department which at present accounts for over 50.000 followers in the social networks they manage. Finally from the strategic point of view it is to notice that both La Baracca and AAIICC are active members of various national and international associations such as ASSITEJ, ROCE, and the above-mentioned Small Size network that will contribute to disseminate project's activities and enlarge its impact at European level.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

The methodological guidelines, successful learning experiences documentation and educational strategies identified and/or developed during project implementation will be distributed on open access basis through project's and partner's web site, as well as regional, national and European platforms and networks such as School Education Gateway, eTwinning and Erasmus plus results platform.

How will you ensure that the project's results will remain available and will be used by others?

The solid and stable partnership of Butterfly will allow ensuring that project's results remain available and be used by the entire educational and cultural community. We can highlight for instance that AAIICC reach yearly some 41.000 school students through Abecedaria program and have more than 50.000 followers in its specialized social networks, while La Baracca coordinates a network of 66 institutions or companies from 30 different countries, focused on performing arts for children that will contribute to extend and maintain the impact and use of project's results beyond the partnership.

Project's outputs and results will be available on free access basis on the project's web site as well as in the partner institutions' own web sites. After project's ends Butterfly project results could be hosted in Abecedaria program web site – managed by AAIICC – assuring that all results and information remain available and used by other beyond the project's duration.

Moreover, the links of the institutions in the consortium both with the educational public departments and teachers training centers



and the cultural sector, including museums, public libraries, creative industries and the relevant networks in the field, enlarge the opportunities to disseminate project's results and promote its use by the entire educational and cultural community at regional, national and European level.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The main activities and results to be maintained will be the Successful Educational Experiences; the Methodological Guidelines and the Project Web site for exchanging information, learning resources and teaching experiences.

The Impact and Sustainability plan of the project focuses on the expansion of the Butterfly conceptual and methodological approach, taking as its starting point the educational community itself, and making it transferable to other schools and other cultural and educational institutions in different countries and contexts.

The first activity that will be undertaken in order to maintain and expand project results will be the oral and experiential transfer of teachers, artists and participant students, to their own schoolmates. To this end, once a quarter, and during the first consecutive year to the end of the project, the beneficiaries of the project will provide hours of solidarity, sharing the project's results and methodologies learnt to the rest of their community. They will prepare a joint activity with other classes to show and share the results of the successful educational practices developed. One of the main goals of these activities will be to include the learning results acquired in the school educational projects in order to have a long-term impact in school curricula.

The projection is to create a solid learning network, based on the experience of good practices, creating a referent in each community, in order to make the learning model transferable and sustainable over time.

To support project's sustainability the consortium count with the following resources: participant institutions' own educational and artistic programs mentioned above and web sites along with the strong links with specialized centers and networks – such as the regional teachers training centers, or the international network Small Size - will help to transfer and maintain project results and impact within stakeholders beyond project's end. Moreover, we plan to use eTwinning, School Education Gateway and Erasmus + project results platform to share the results and lessons learned along with the Methodological Guidelines about the best use of performing arts in school education, supporting the sustainability and impact of the project beyond its duration.

Besides specific communication and visibility actions will be programmed after project ends to present examples of successful educational practices linking art and education in different sectorial events in which participant institutions are involved.

Finally, the consortium might present new project proposals to Erasmus plus program in response to needs detected after Project evaluation, incorporating new agents that can help to enlarge project's impact and adding new teaching and learning approaches.

**I. Budget**

For further information please consult the Programme Guide for the overview of funding rules. Please note that all amounts must be expressed in Euros.

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation	Country of the Organisation
949643969	Applicant Organisation	AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES	Spain
921323364	Partner Organisation	CEIP SIERRA NEVADA	Spain
949616421	Partner Organisation	LA BARACCA SOCIETA COOPERATIVA SOCIALE ONLUS	Italy
912777955	Partner Organisation	Istituto Comprensivo Statale di Medicina	Italy
912823060	Partner Organisation	Limfjordsteatret	Denmark
912857883	Partner Organisation	Ording Fiskole	Denmark
Total Grant Requested			42000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
912823060: Limfjordsteatret	Denmark	1	>= 2000 km	760.00	760.00
912857883: Ording Fiskole	Denmark	1	>= 2000 km	760.00	760.00
949616421: LA BARACCA SOCIETA COOPERATIVA	Italy	1	100 - 1999 km	575.00	575.00
912777955: Istituto Comprensivo Statale di Medicina	Italy	1	100 - 1999 km	575.00	575.00
949643969: AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES	Spain	2	>= 2000 km	760.00	1520.00
Total					11645.00



PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
921323364: CEIP SIERRA NEVADA	Spain	1	>= 2000 km	760.00	760.00
949616421: LA BARACCA SOCIETA COOPERATIVA	Italy	1	100 - 1999 km	575.00	575.00
912777955: Istituto Comprensivo Statale di Medic	Italy	1	100 - 1999 km	575.00	575.00
949643969: AGENCIA ANDALUZA DE INSTITUCION	Spain	2	100 - 1999 km	575.00	1150.00
921323364: CEIP SIERRA NEVADA	Spain	1	100 - 1999 km	575.00	575.00
912823060: Limfjordsteatret	Denmark	1	100 - 1999 km	575.00	575.00
912857883: Ording Fiskole	Denmark	1	100 - 1999 km	575.00	575.00
912823060: Limfjordsteatret	Denmark	1	>= 2000 km	760.00	760.00
912857883: Ording Fiskole	Denmark	1	>= 2000 km	760.00	760.00
949616421: LA BARACCA SOCIETA COOPERATIVA	Italy	1	100 - 1999 km	575.00	575.00
912777955: Istituto Comprensivo Statale di Medic	Italy	1	100 - 1999 km	575.00	575.00
Total					11645.00

I.3. Learning/Teaching/Training Activities

I.3.1. Travel

Total	30	7400.00
-------	----	---------



PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Grant Requested
949643969: AGENCIA ANDALU	Spain	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
921323364: CEIP SIERRA NEVA	Spain	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
949616421: LA BARACCA SOCI	Italy	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
912777955: Istituto Comprensiv	Italy	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
912857883: Ording Fiskole	Denmark	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	10 - 99 km	20.00	2	40.00
949643969: AGENCIA ANDALU	Spain	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
921323364: CEIP SIERRA NEVA	Spain	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
912823060: Limfjordsteatret	Denmark	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
912857883: Ording Fiskole	Denmark	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00



PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Grant Requested
912777955: Istituto Comprensivo	Italy	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	10 - 99 km	20.00	2	40.00
949616421: LA BARACCA SOCI	Italy	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
912777955: Istituto Comprensivo	Italy	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	2	550.00
912823060: Limfjordsteatret	Denmark	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
912857883: Ording Fiskole	Denmark	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	2	720.00
921323364: CEIP SIERRA NEVA	Spain	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	10 - 99 km	20.00	2	40.00
Total						30	7400.00

I.3.2. Individual Support

Short-term Learning/Teaching/Training Activities

Total	99	30	Total	0	0	Total	20988.00
-------	----	----	-------	---	---	-------	----------



PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
949643969: AGENCIA A	Spain	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
921323364: CEIP SIERRA	Spain	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
949616421: LA BARACC	Italy	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912777955: Istituto Cor	Italy	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912857883: Ording Fisk	Denmark	C1	SP-SCHOOL-EVENT - Short-term joint staff training events	5	2	530.00	0	0	0.00	1060.00
949643969: AGENCIA A	Spain	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00



PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
921323364: CEIP SIERRA	Spain	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912823060: Limfjordste	Denmark	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912857883: Ording Fisk	Denmark	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912777955: Istituto Cor	Italy	C2	SP-SCHOOL-EVENT - Short-term joint staff training events	5	2	530.00	0	0	0.00	1060.00
912823060: Limfjordste	Denmark	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912857883: Ording Fisk	Denmark	C3	SP-SCHOOL-EVENT - Short-term joint staff training events	7	2	742.00	0	0	0.00	1484.00



949616421: LA BARACC	Italy	C3	SP-SCHOOL- EVENT - Short- term joint staff training events	7	2	742.00	0	0	0.00	1484.00
912777955: Istituto Cor	Italy	C3	SP-SCHOOL- EVENT - Short- term joint staff training events	7	2	742.00	0	0	0.00	1484.00
921323364: CEIP SIERRA	Spain	C3	SP-SCHOOL- EVENT - Short- term joint staff training events	5	2	530.00	0	0	0.00	1060.00
Total				99	30	Total	0	0	Total	20988.00

I.3.3. Exceptional Costs for Expensive Travel

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Purpose and description of Costs	Grant requested (up to 80% of eligible costs)
Total					Total	

I.4. Special Needs

Total



PIC of Organisation	Country of the Organisation	No. of Participants With Special Needs	Description	Grant Requested
Total				

I.5. Exceptional Costs

PIC of Organisation	Country of the Organisation	Description of Cost Item	Grant Requested (75% of Total)
Total			

Please provide any further comments you may have concerning the above entered budget.



J. Project Summary

Please provide a short summary of your project. Please recall 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.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

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.

Butterfly, transforming arts into education project aims to develop and exchange an innovative teaching and learning methodology exploring the potential of performing arts to improve students' performance, motivation and social engagement. Butterfly is organized in three local teams, in Granada, Mors and Bologna, in which local public schools will work with a cultural agent, building strategic partnerships to achieve project's aims. Butterfly will set up three Arts and Education local labs in which the school and the cultural institution will work side by side organizing encounters with experts, universities and teachers training centers along with workshops with artists and students at school promoting cross-curricular links between the arts and other areas in the curriculum. These local labs will serve as frame to develop and test successful educational experiences to improve or achieve key competences at school with an inclusive perspective. These experiences will be tested and validated during learning transnational activities organized in the three participant countries. Butterfly will organize several activities with the community, following the learning communities' methodology to collect information about local heritage and festive traditions fostering social cohesion and participative citizenship.

Besides, Butterfly will organize dissemination events such as a participative artistic performance in which students will show the work developed along the project to the community, increasing awareness about Arts Education and social cohesion and a Good practices seminar to transfer project results to the educational and cultural professional community, other stakeholders and policy makers. The project will set up a Web site to disseminate and transfer knowledge and experiences, such as the Methodological guidelines about the best use and integration of performing arts in school developed and to serve as a participative exchange forum for professionals.



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
949643969	AGENCIA ANDALUZA DE INSTITUCIONES CULTURALES	Spain
921323364	CEIP SIERRA NEVADA	Spain
949616421	LA BARACCA SOCIETA COOPERATIVA SOCIALE ONLUS	Italy
912777955	Istituto Comprensivo Statale di Medicina	Italy
912823060	Limfjordsteatret	Denmark
912857883	Ording Fiskole	Denmark
Total number of participating organisations		6

**J.2. Budget Summary**

PIC of Organisation	Country of the Organisation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
			Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel			
949643969	Spain	2670.00	1270.00	2968.00					6908.00
921323364	Spain	1335.00	1310.00	4028.00					6673.00
949616421	Italy	1725.00	1100.00	2968.00					5793.00
912777955	Italy	1725.00	1140.00	4028.00					6893.00
912823060	Denmark	2095.00	1270.00	2968.00					6333.00
912857883	Denmark	2095.00	1310.00	4028.00					7433.00
Total		11645.00	7400.00	20988.00					40033.00
Project Management and Implementation								42000.00	

J.2.1. Project Total Grant

Grant Calculated	82033.00
------------------	----------



K. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:

- ☐ you have used the official Key Action 2 application form.
- ☐ 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.
- ☐ the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- ☐ you have annexed all the relevant documents:
 - ☐ the Declaration of Honour signed by the legal representative mentioned in the application.
 - ☐ the mandates of each partner to the applicant signed by both parties.
 - ☐ the timeline for the project activities and outputs using the template provided.
- ☐ all participating organisations/groups have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- ☐ for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- ☐ you are complying with the deadline published in the Programme Guide.
- ☐ you have saved or printed the copy of the completed form for yourself.



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm



M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation. Once signed it must be scanned and annexed to this application form.

I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge. I put forward a request of an Erasmus+ grant as set out in this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely:

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that (in case the grant requested exceeds 60 000€):

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

Commit:



- my organisation and the other partner organisations herein, to take part upon request in dissemination and exploitation activities conducted by National Agencies, the Executive Agency and/or the European Commission, where the participation of individual participants may also be required.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

Place:

Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the applicant organisation (if applicable):



N. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

File Name	File Size (kB)
Call 2018 KA2_KA201_A_5.01_EN_Declaration honour.pdf	146
Butterfly Mandates.pdf	2524
Butterfly timeline-ka2-es Def.xls	64
Total Size (up to a maximum of 10 240 kB)	2734



O. Submission

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted

YES

Submission ID

1478532

Submission date (Brussels, Belgium Time)

2018-03-21 11:28:44

Hash code

CA6BC5EFE764BDFC

O.3. Alternative Submission Procedure

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.

O.4. Submission Summary

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2018-03-21 11:28:44 (Brussels, Belgium Time)	CA6BC5EFE764BDFC	YES	Your submission was successful. Submission ID: 1478532

O.5. Form Printing

Print the entire form