

Application

Programme	Erasmus+
Action Type	KA120-VET - Erasmus accreditation in vocational education and training
Call	2022
Round	Round 1

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Context

Welcome to the application form for Erasmus accreditation in Vocational Education and Training

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

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

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

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

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

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

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

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

Field	Vocational Education and Training
National Agency	RO01 - Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale
Language used to fill in the form	Romanian

Accreditation type

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

Applicant Organisation

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Liceul Tehnologic Special Gheorghe Atanasiu (E10036793)

Applicant organisation OID	Legal name	Country
E10036793	Liceul Tehnologic Special Gheorghe Atanasiu	Romania

Applicant Organisation Details

Legal name	Liceul Tehnologic Special Gheorghe Atanasiu
Country	Romania
Region	Vest
City	Timisoara
Website	www.scoalaghatanasiu.ro

Background

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

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

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

Organisation Profile

The following information is completed based on the information linked to your organisation identification number (E10036793):

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Please choose the organisation type that best describes your organisation.

Type of Organisation	School/Institute/Educational centre – Vocational Training (secondary level)
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Please briefly present your organisation.

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

Liceul Tehnologic Special Gheorghe Atanasiu este o unitate de invatamant care se adreseaza doar elevilor cu cerinte educationale speciale. Unitatea scolara ofera pregatire profesionala pentru nivelul liceal - ciclul inferior al liceului (1 clasa) si nivelul profesional special (24 clase). Atat nivelul liceal - ciclul inferior, cat si nivelul profesional apartin domeniului acestei aplicatii.

Elevilor li se ofera oportunitatea de a-si dezvolta competente cheie transversale prin activitati extracurriculare prin proiecte judetene si nationale, de interes pentru ei fiind corelate cu domeniile de calificare profesionale. Au posibilitatea participarii in programe educationale cu furnizori internationali pe teme ce tin de educatie digitala, preventia si reducerea comportamentelor de risc, negative, dezvoltare personala, consiliere si orientare profesionala, formarea suplimentara a competentelor profesionale prin mobilitatile internationale.

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

Elevii Liceului Tehnologic Special Gheorghe Atanasiu sunt cu cerinte educationale speciale si prezinta deficiente comportamentale, mintale, auditive si vizuale de nivel usor, mediu sau grav, avand varsta cuprinsa intre 14 ani si 23 ani, iar o mare parte dintre acestia provin din medii sociale defavorizate. 194 elevi provin din alte localitati, 74 provin din T din familii socio-economice si sociale precare: 268 cu CES, 53 elevi plasament, 55 - familii monoparentale, 9 - in grija bunicilor/rude. Absolventii scolii noastre, vizati pentru mobilitati E+ prezinta un procent scazut in randul angajatilor pe domeniile de calificare dobandite in scoala, multi dintre ei devenind angajati calificati si / sau necalificati in alte domenii de activitate. Nivelul lor de educatie, competentele cheie si abilitatile de viata dobandite datorate potentialului scazut de invatare si a dizabilitatilor lor sunt disproportionale cu nivelul cerintele profesionale de pe piata muncii locale si regionale.

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

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Please describe the structure of your organisation.

- Are there different sections or departments in your organisation? If your organisation works in more than one field of education and training, please explain which sections or departments work in the field of this application.

- How is management and supervision set up in your organisation? Who are the key persons in charge?
- If possible, please include an organisation chart in the application annexes. This can help make your answer shorter and clearer. You can attach your organisation chart here: [Annexes](#)

In momentul de fata Liceul Tehnologic Special Gheorghe Atanasiu ofera 6 domenii de baza si 7 calificari profesionale.

Domenii de baza:

1. Constructii, instalatii si lucrari publice – nivel profesional special
2. Fabricarea produselor din lemn – nivel profesional special
3. Tehnici poligrafice – nivel profesional special
4. Industrie textila si pielarie – nivel profesional special
5. Estetica si igiena corpului omenesc – nivel profesional special
6. Turism si alimentatie – nivel profesional special si liceal special

Calificari profesionale:

1. Zugrav, ipsosar, vopsitor, tapetar – nivel profesional special
2. Tamplar universal – nivel profesional special
3. Tiparitor ofsset – nivel profesional special
4. Confectioner produse textile – nivel profesional special
5. Frizer-coafor-manichiurist-pedichiurist – nivel profesional special
6. Cofetar – patiser – nivel profesional special si liceal special
7. Bucatar – nivel liceal special

Orele de pregatire practica saptamanala se desfasoara in atelierele din cadrul unitatii, iar stagiile de pregatire practica (practica comasata) se desfasoara la agentul economic, dupa un grafic stabilit de comun acord, conform parteneriatelor incheiate la inceputul anului scolar. Activitatea desfasurata la agentul economic este coordonata de un tutore desemnat de acesta si monitorizata de catre maestrul de instruire practica al unitatii scolare, pe domeniu de calificare.

In cadrul unitatii scolare, activitatile de educatie si formare sunt realizate de cadrele didactice coordonate de conducerea unitatii si de comisiile tehnica si de cultura generala care contribuie la formarea, dezvoltarea si insertia pe piata muncii a elevilor cu cerinte educationale speciale pentru fiecare domeniu de calificare, in colaborare cu agentii economici.

Liceul are ca for decizional consiliul de administratie si conducerea scolii, formata din doi directori, functionand conform prevederilor legislatiei in vigoare conform Regulamentului de Ordine Interioara consultat si asumat la nivel organizational. Managementul si supravegherea in cadrul unitatii scolare sunt asigurate conform organigramei pe care o anexam aplicatiei. Analiza de nevoi este realizata dupa consultarea elevilor, parintilor, profesorilor si partenerilor scolii, a echipei de management, CEAC-ului, comisiilor si departamentelor existente.

Managementul scolii este unul participativ si democratic, incurajeaza manifestarea initiativei actorilor educatiei, este reglementat prin intermediul Regulamentului scolii asumat si respectat de toti. Membrii CA au responsabilitati de indrumare si coordonare a activitatii scolii, sunt alesi anual si sprijina echipa de management a scolii.

Comisiile permanente: CEAC, SCIM, echipa de management, Comisia pentru Curriculum, Comisia pentru formare Profesionala si Proiecte Europene au un rol cheie in elaborarea oportunitatilor de dezvoltare institutionala, completarea formularului de aplicatie, identificarea nevoilor, formularea obiectivelor, stabilirea

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

Number of learners	280
Number of teaching staff	42
Number of non-teaching staff	42

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

Nevoile cu care se confrunta unitatea noastra in momentul de fata sunt:

- lipsa experientei cadrelor didactice in realizarea de proiecte cu finantare europeana,
- perfectionarea cadrelor didactice in domeniul digital,
- perfectionarea elevilor din punct de vedere lingvistic si digital,
- lipsa experientei in dezvoltarea parteneriatelor la nivel european,
- provenienta din familii cu un nivel scazut de educatie, apartinand unor medii defavorizate financiar si social,
- nivel mediu de competente practice profesionale atinse în stransa corelatie cu dizabilitatile elevilor,
- corelarea redusa a competentelor profesionale dobandite in timpul practicii de specialitate cu cerintele pietei muncii;
- insuficienta deschidere a parintilor ca parteneri educationali catre mediul scolar;
- lipsa accesului elevilor la proiecte si formare europeana;
- lipsa unei perspective reale asupra evolutiei tehnologice internationale in domeniile de calificare, datorate lipsei de experinta internationala;
- absenta implicarii in proiecte europene din domeniul educatiei nonformale;
- integrarea dificila a elevilor cu nevoi speciale pe piata muncii;

-interes scăzut al elevilor fata de pregătirea școlara datorat saraciei si lipsurilor materiale;

Pentru a imbunatati activitatea desfasurata la nivelul institutiei se va urmari:

- dezvoltarea profesionala a cadrelor didactice prin participarea la programe de formare Erasmus,
- dezvoltarea profesionala a cadrelor didactice prin participarea la cursuri de perfectionare si formare a competentelor digitale,
- dezvoltarea competentelor lingvistice si digitale ale elevilor prin organizarea de activitati extrascolare,
- participarea cadrelor didactice la cursuri de formare Erasmus si prioritizarea utilizarii platformelor ce promoveaza proiectele internationale
- integrarea elevilor in programe de recuperare;
- sprijinirea elevilor in obtinerea de burse sociale, integrarea elevilor in programe de sprijin financiar,
- implicarea cadrelor didactice in mobilitati internationale;
- accesarea de fonduri europene in vederea participarii elevilor la mobilitati internationale;
- analiza pietei muncii si crearea unor domenii noi, corelate cu cerintele actuale;
- constientizarea si motivarea parintilor privind rolul important pe care il joaca in demersul educativ al elevului;
- formarea cadrelor didactice in vederea accesarii de fonduri Erasmus destinate educatiei nonformale;
- constientizarea elevilor cu privire la rolul educatiei in cresterea calitatii vietii prin experiente internationale;
- constientizarea agentilor economici cu privire la nevoile de integrare sociala si profesionala a tinerilor cu nevoi speciale prin informari si mese rotunde;

Past Participation

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
VET learner and staff mobility (KA102)	2	0	0	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application, as specified in the call for proposals.

Strategic Documents

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

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

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

You can find a practical guide on strategic internationalisation in vocational education and training here: [Guide to internationalisation in VET](#)

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

Erasmus Plan: Objectives

Introduction

What is an Erasmus Plan?

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

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

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

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

What is a good Erasmus Plan?

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

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

How long is the Erasmus accreditation valid?

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

The Erasmus Plan that you submit in this application can cover a shorter period of two to five years. In the following sections, you can choose the length of your Erasmus Plan yourself by defining your objectives and estimating the number of mobility activities you want to organise in the next years. Based on your application, the National Agency will define the timing of periodical accreditation progress reports and future updates to your Erasmus Plan to make sure it stays up to date. If important changes happen in your organisation, you will also be able to request an Erasmus Plan update yourself.

Objectives

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

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

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

Please list your objectives below.

Objective 1

Title

What do you want to achieve?

Dezvoltarea institutionala a LTS Gheorghe Atanasiu prin actiuni de internationalizare VET, in cadrul unor proiecte europene a cel putin 20% din cadrele didactice(management, predare,auxiliar)

Explanation

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

Profesorii scolii noastre, neparticipand la proiecte internationale pana in prezent, nu detin experienta necesara scrierii si implementarii de proiecte si parteneriate internationale. In urma participarii la aceste mobilitati/schimburi de experienta, anticipam, pentru cel putin 20% din profesori o imbunatatire exponentiala a competentelor. Fiind o scoala speciala, activitatile sunt preponderent axate pe predare, profesionalizare, terapii; elevii cu dizabilitati nebeneficiind de deplasari in strainatate alaturi de profesori in activitati de invatare, socializare, dezvoltare personala. In astfel de mobilitati aducem plus valoare scolii, elevilor nostri, profesorilor crescand prestigiul scolii in comunitate, facand vizibila oferta educationala pe plan national si international, valideaza munca si efortul personalului de predare in munca cu elevii cu deficiente.

Timing

When do you expect to see results for this objective?

Incepand cu anul 2023 -2024 ne dorim sa apara primele rezultate si dupa 2 ani de la acreditarre Erasmus dorim ca cel putin 20% dintre profesori sa fie pregatiti pentru scrierea si implementarea de proiecte.

Measuring progress

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

Participarea unui personal din scoala la cel putin o mobilitate/un proiect international anual.
Diseminarea informatiilor și comunicarea/instruirea personalului scolii, in cadrul unui training, pentru scrierea si implementarea de proiecte scrierea/ implementarea a cel putin unui proiect international anual. Monitorizarea este realizata de catre coordonatorul Erasmus prin raportari ale personalului scolii si verificarea lor in scrierea si implementarea proiectelor si parteneriatelor.
Identificarea gradului de satisfactie dupa scrierea si implementarea proiectelor prin feedbackul oferit de grupul tinta.

Objective 2

Title

What do you want to achieve?

Cresterea gradului de profesionalizare a 10 elevi/an VET, prin mobilitati internationale, in spatii de pregatire practica pentru a corobora SPPurile nationale cu cerintele actuale ale pietei muncii eu

Explanation

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

Din punct de vedere educational, una din cele mai presante probleme se fundamenteaza pe neconcordanța dintre competentele dobandite de catre elevii cu ces in urma absolvirii invatamantului profesional special si cerintele de pe piata muncii. Angajatorii considera ca experienta practica este principala lipsa a absolventilor care ar trebui corectata in cadrul sistemului de invatamant. In urma participarii elevilor la Erasmus, vor invata metode de bune practici, pe care le vor aplica pe piata muncii in momentul in care vor deveni angajati.

Timing

When do you expect to see results for this objective?

Anticipam ca aceste rezultate vor fi vizibile dupa participarea elevilor la prima mobilitate. Elevii vor impartasi metodele de bune practici invatate in mobilitate / schimb de experienta cu colegii lor, care sa le fie utile pe piata muncii.

Measuring progress

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

20% elevii participanti / mobilitate Erasmus

80% elevii participanti exemple de bune practici impartasite de catre elevii participanti / mobilitate, colegilor lor din scoala.

Cresterea gradului de angajabilitate cu 10% din elevii participanti.

Monitorizare: realizata de catre cadrele didactice de specialitate (tehnolog/mastru instruire practica prin activitati practice realizate in atelierile scolii, in functie de domeniul de activitate.

Evaluarea de catre mastru de instruire practica a deprinderilor practice dobandite de catre elevi in urma participarii la mobilitate, prin activitati realizate in atelierile scolii.

Objective 3

Title

What do you want to achieve?

Cresterea calitatii actului educational prin adaptarea activitatilor de instruire practica, pentru corelarea cu cerintele pietii muncii regionale, locale si europene, prin mobilitati internationale.

Explanation

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

Activitatile de instruire practica din oferta educationala nu sunt corelate cu nevoile si cerintele pietii muncii actuale, in urma dezvoltarii tehnologiei, utilajelor si materialelor. In urma mobilitatilor atat profesorii de specialitate, cat si elevii vor cunoaste tehnologie moderna actualizata cerintelor pietei muncii.

Timing

When do you expect to see results for this objective?

Dorim ca dupa o perioada de 2 ani de mobilitati sa adaptam oferta educationala pentru desfasurarea orelor de instruire practica in concordanta cu cerintele actuale ale agentilor economici pentru toate specializarile din cadrul unitatii noastre de invatamant.

Measuring progress

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

Participarea a cel putin 20 de profesori de specialitate VET la mobilitati internationale de la acreditarea Erasmus+, intr-un timp de 5 ani.

Participarea a cel putin 50 de elevi la mobilitati internationale de la acreditarea Erasmus+, intr-un timp de 5 ani.

Asistarea profesorilor de specialitate si a elevilor la activitati de instruire practica cu materiale si tehnologii actuale. Monitorizarea: Se realizeaza de catre comisia CEAC si comisia tehnica...

Evaluarea: Se realizeaza de catre comisia CEAC si comisia tehnica, prin verificarea concordantei intre planificarile pentru orele de instruire practica si tehnologia moderna.

Objective 4

Title

What do you want to achieve?

Dezvoltarea de competente sociale, a abilitatilor de viata pentru cel putin 50 de elevi VET, in 5 ani de implementare.

Explanation

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

In urma deplasarilor Erasmus, elevii dezvoltă abilitati de socializare, cunoastere de nou, dezvoltare personala. Prin acest lucru ne dorim ca elevii proveniti din medii defavorizate si cu un nivel socioeconomic scazut, care nu au cunoscut/vazut altceva in afara de casa, scoala si agenti economici sa aiba posibilitatea de a cunoaste locuri noi/populatia europeana si desfasurarea activitatilor didactice/practice de catre acestia.

Timing

When do you expect to see results for this objective?

Rezultatele obtinute se doresc a fi vizibile dupa primele deplasari Erasmus realizate, in activitatea didactica si cea extrascolara. Ne dorim dezvoltarea competentelor sociale si a abilitatilor de viata pentru cel putin 50 de elevi dupa primi 5 ani de implementare.

Measuring progress

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

Participarea a cel putin 50 elevi la mobilitatea Erasmus, si asiatarea acestora la cel putin 1 lectie demonstrativa de predare/instruire si activitati non formale. Comunicarea si socializarea acestora cu cadre didactice si elevi din institutii similare. Monitorizarea: se realizeaza de catre echipa implicata in derularea parteneriatelor/proiectelor. Evaluarea: gradul de satisfactie, dezvoltare al elevilor se verifica prin aplicarea de chestionare elevilor si feedbackul oferit de acestia in urma unei activitati de diseminare a experientelor avute.

Objective 5

Title

What do you want to achieve?

Participarea a min50% cadre didactice de specialitate VET la cursuri de formare si perfectionare, pentru utilizarea diferitelor tehnologii digitale in 5 ani de acreditare Erasmus

Explanation

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

Profesorii din scoala noastra cunosc anumite aplicatii IT, pe care le-au utilizat impreuna cu elevii in perioada pandemiei (Microsoft Teams). In urma finalizarii cursurilor de formare profesionala, profesorii vor dobandi competente pentru aplicarea unor metode inovative de predare in utilizarea de platforme educationale digitale la clasa cu elevii, prin crearea de continuturi interactive. Prin asta, ne dorim ca profesorii sa foloseasca creativ tehnologia digitala, sa faca transferul de la utilizarea acesteia pentru invatare, in timp real la clasa, furnizand elevilor competente transversale.

Timing

When do you expect to see results for this objective?

Ne dorim ca rezultatele sa fie vizibile in 5 ani de la acreditarea Erasmus+ pentru 50% dintre cadrele didactice de specialitate, si puse in aplicare de catre acestia in activitatile de predare/invatare.

Measuring progress

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

50% mobilitati internationale pentru profesori in Vet in 5 ani

50% certificari internationale

Prezentarea 1 lectie demonstrative de utilizare a tehnologiei digitale in predare pentru fiecare arie curriculara

Prezentare 1 resursa educationale deschisa/digitale pentru fiecare arie curriculara

Monitorizare: realizata de catre responsabilul de curriculum, responsabilul de CEAC in raportul anual, prin raportari ale profesorilor si verificarea lor in desfasurarea si aplicarea de resurse educationale digitale la clasa. Analiza implicarii elevilor in activitati digitale de invatare.

Evaluare: Identificarea gradul de satisfactie a utilizarii competentelor digitale in invatare, prin aplicarea unor chestionare online profesorilor si elevilor. Feedbackul oferit de grupul tinta, profesorii VET si elevii, in accesarea resurselor digitale.

Objective 6

Title

What do you want to achieve?

Dezvoltarea competente lingvistice a min 50% dintre cadre didactice de specialitate VET la cursuri de perfectionare, in 5 ani de acreditare Erasmus.

Explanation

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

Cadrele didactice, in functie de specificul studiilor absolvite detin diferite grade de asimilare a competentelor lingvistice.

Dorim sa crestem gradul de dezvoltare a competentelor lingvistice a personalului scolii pentru facilita comunicarea in cadrul proiectelor Erasmus.

In urma participarii la cursurile de perfectionare in domeniu, profesorii vor dobandi competente lingvistice care le vor fi utile in utilizarea diverselor platforme educationale/aplicatii pentru crearea de continuturi interactive in alte limbi, alaturi de elevi.

Cunoasterea unei limbi de circulatie internationala faciliteaza accesul profesorilor, respectiv elevilor in utilizarea manualelor / ghidurilor de utilizare a unor echipamente specifice calificarilor predate.

Timing

When do you expect to see results for this objective?

Ne dorim ca rezultatele sa fie vizibile intr-un an de la acreditare, pentru cel putin 10% dintre personalul scolii si puse in aplicare de catre acesta in mobilitatile Erasmus+.

Measuring progress

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

10% mobilitati internationale pentru profesori in Vet/an

10% certificari internationale/an

Monitorizare: realizata de catre Coordonatorul de proiect, prin raportari ale profesorilor si aplicarea competentelor lingvistice in crearea de continuturi.

Evaluare: Cresterea numarului de certificari lingvistice. Feedbackul oferit de grupul tinta, profesorii VET si elevii, in accesarea resurselor lingvistice.

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

În definirea obiectivelor planului Erasmus au fost implicate 19 cadre didactice, aparținând următoarelor comisii și consilii: Comisia CEAC, Comisia CIEC, Comisia tehnică, Comisia de cultură generală, Comisia dirigenților, Comisia de combatere a violenței, Comisia terapierilor, Comisia metodică, Comisia pentru prevenirea și eliminarea violenței și a faptelor de corupție, Comisia de curriculum, Consiliul de administrație, direcțiunile, departamentul administrativ. Comisia de lucru a fost numită în Consiliul profesoral și aprobată în cadrul Consiliului de administrație. În cadrul fiecărei comisii au avut loc discuții privind nevoile cadrelor didactice și ale elevilor în dezvoltarea profesională. Comisiile au sintetizat și au expus în cadrul întâlnirilor, nevoile identificate în cadrul fiecărui departament, fiind propuse obiective și activități specifice îndeplinirii lor. Discuțiile au fost purtate cu toți partenerii educaționali. În vederea identificării corecte a nevoilor instituției, au avut loc sondaje de opinie, aplicare de chestionare și dezbateri în rândul elevilor, prin intermediul Consiliului școlar al elevilor, în rândul părinților, prin intermediul reprezentanților Comitetului de părinți, în rândul partenerilor economici, prin discuții purtate cu reprezentanții agenților economici. Reprezentanții Consiliului Județean au fost consultați cu privire la conturarea obiectivelor de dezvoltare instituțională, în cadrul întâlnirilor Consiliului de administrație.

Erasmus Plan: Activities

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

The targets you propose here are not binding for your organisation, nor for the National Agency because the final number of implemented activities may depend on various factors, including availability of funding.

Your proposed targets will be assessed based on how realistic and appropriate they are for your organisation's size, experience and Erasmus Plan objectives. The experts assessing your application may recommend revised targets, in order to stay realistic and proportional to the overall availability of funding.

Planning

How many participants would you like to support with Programme funds? Please propose an estimation for at least two years.

Year	Estimated number of learners	Estimated number of staff
Year 1	10	3
Year 2	10	3
Year 3	10	3
Year 4	10	3
Year 5	10	3

Explanation

Please briefly explain how did you make your estimations for the number of staff and learner participants per year.

Pentru selectia celor 10 elevi in fiecare an de clasa a X/XI/XII care vor participa la mobilitati in formare. Vor fi selectati 50 de elevi. Acestia se vor deplasa in 5 mobilitati astfel: una pentru.....una pentru.....etc.

Vom selecta elevi din clasele X-XII pentru a-i stimula sa invete, sa devina mai implicati si dornici de profesionalizare, bune exemple pentru restul elevilor, inclusiv cei din primii ani de liceu.

Pentru cei 50 de elevi vor fi prevazuti 50 de profesori sau membrii ai familiilor/apartinatori insotitori, persoane de referinta pentru sprijinirea in activitati a elevilor cu CES/dizabilitati. Estimativ 10 profesori/persoane/an ca insotitori ai elevilor in mobilitate. Este prevazut 1-2 profesori pentru suport lingvistic.

Obiectiv1.- dezvoltare institutionala: 6 profesori participanti,mobilitati

Obiectiv2.- cresterea gradului de profesionalizare la elevi VET: 10 elevi participanti /an, participarea din minim 3 domenii de calificare profesionala

Obiectiv3.- dezvoltare continuturi instruire practica: 3 profesori participanti

Obiectiv4.- Abilitati de viata/educatie nonformala:10 elevi VET/an

Obiectiv5.- Educatie digitala pt profesori: 3 profesori/an,

Obiectiv.6- Competente lingvistice: 3 profesori /an, 10 elevi VET/an

Pentru realizarea obiectivelor propuse pentru elevi luam in calcul parteneri din comunitatea eTwinning, organizatii ce gazduiesc mobilitati elevi si profesori.

Why do you think that your estimations for the number of staff and learner participants per year are realistic and appropriate (considering your organisation's experience, size and Erasmus Plan objectives)?

Consideram ca participarea a minim 15 profesori VET in cadrul liceului nostru in mobilitati este realizabil.

Obiectivele 1,3,5,6 sunt destinate profesorilor. Obiectivele 2, 4, 6 sunt destinate elevilor.

Mobilitatile vor fi organizate in timpul vacanțelor școlare, fara sa afectam programul școlar. Competentele digitale sunt prevazute cu mobilitati si pentru elevi si profesori in vederea creșterii încrederii in comunicare, stabilirea unor contacte internationale si mentinerea unor parteneriate de interes comun, bariera de comunicare intr-o limba straina fara a fi un impediment in acest sens, pe viitor. colegii si elevii vor fi ajutati.

Consideram ca numarul de 50 de elevi participanti in cei 5 ani sunt realizabili, mobilitatile vor fi pe termen scurt, elevii cu dizabilitati avand nevoi speciale din punct de vedere al adaptarii la climat, social, mediu. Insotitorii acestora vor fi persoane de referinta din mediul școlar(profesori, diriginti, psihologi, personal administrativ),familial, importante in relatia lor. Elevii sunt cu certificate de orientare școlara si profesionala speciala, cu dizabilitati multiple si asociate: mentale, fizice, emotionale, comportamentale, majoritatea din mediul rural, familii dezorganizate cu un nivel scazut de educatie si dezvoltare personala, socio-emotionala. Daca e necesar vom repartiza o persoana suplimentara, vorbitoare de limba engleza/mobilitate pentru sprijinul participantilor.

Ob1.Dezvoltare institutionala: 1 mobilitate cu 6 profesori participanti VET si administrativ- jobshadowing.

Ob2.Professionalizarea elevilor VET :10 elevi participanti /an cu participarea din minim 3 domenii de calificare profesionala, 5 mobilitati in total cu activitati specifice domeniilor de calificare profesionala

Ob3.Dezvoltare continuturi instruire practica: 6 profesori participanti, 3mobilitati

Ob4.Abilitati de viata/educatie nonformala:10 elevi participanti /an cu participarea din minim 3 domenii de calificare profesionala, 5 mobilitati in total cu activitati specifice de dezvoltare personala/competente sociale

Ob5.Educatie digitala pt profesori: 3 profesori/an participanti. In fiecare an in

Ob6.Competente lingvistice: 3 profesori /an, 10 elevi VET/an

What profiles of staff and learners do you plan to involve? Please explain the reasons for your choices in relation to your objectives. If you plan to involve participants with fewer opportunities make sure to mention them and the types of activities where they will be involved.

Viziunea scolii noastre ia in considerare adaptarea la schimbare, modernizare si tehnologia care e in progres.

Din categoria elevilor, dorim sa implicam pe cei cu posibilitati materiale si de trai reduse, proveniti din medii cu nivel de educatie redus, posibilitati de socializare si dezvoltare personala si emotionala scazute, cu orizonturi si oportunitati reduse de dezvoltare pe plan personal si profesional. Sunt elevii din mediul rural, elevii din familii de plasamanet sau proveniti din centre de plasament, elevi din familii sarace, cu parinti cu venit scazut, cu un singur membru aducator de venit in familie, cu multi frati, elevi cu nivel scazut socio-economic, care nu si-ar putea sa circule intr-o tara europeana, sa se deplaseze pentru gasirea unui loc de munca sau larigirea orizonturilor de cunoastere, fara autonomie sociala dezvoltata in a circula cu trenul, mijloace de transport in alte tari straine, europene. Elevii cu dizabilitati selectati vor fi mai bine informati prin participarea la activitati specifice meseriei ce o invata, vor invata abilitati de viata prin educatie nonformala, sociale pentru a se adapta mai bine la solicitarile societatii, invata sa comunice in limba engleza prin oportunitatea conversatiilor fata in fata din cadrul mobilitatilor.

Din categoria personalul din scoala intentionam sa implicam minim 15 cadre didactice VET in obiectivele mentionate, ce pot sprijini dezvoltarea scolii noastre atat la nivel de management, administratie si organizare si gestionare a resurelor existente in internationalizarea educationala cat si la nivelul dezvoltarii profesionale de formare pe diferite domenii importante: lingvistic, digital, durabilitate, continuturile in instruire practica - CDL-urile, etc. Cadrele didactice sunt calificati in domeniul de predare VET si/sau titulare in scoala,cu calificativ de FB obtinut in ultimii-minim 3 ani de activitate didactica, cu disponibilitate pentru mobilitatile prevazute, disponibilitate de diseminare si transmitere in activitatile de invatare a cunosťințelor dobândite, disponibilitate de timp pentru organizarea activitatilor si documentatiei necesare, care sa prezinte nevoi de formare/instruire conform obiectivelor prevazute, dornici de implicare in proiect, doritori de imbunatatire a calitatii de vorbitor in limba engleza. Se va organiza un concurs de dosare cu analiza in special pe CV-ul, scrisoarea de intentie depuse la secretariatul scolii pentru selectia in mobilitate. Orice cadru didactic specializat in domeniul de predare doritor va avea posibilitatea sa candideze si sa acceseze participarea la cel putin o mobilitate din proiect.Incurajam deplasarea in strainatate a tuturor colegilor, fie singuri in familie, femei singure cu copiii, cu anumite afectiuni sau dependenti de anumite dispozitive medicale necesare supravietuirii, sau colegi incercati de anumite interventii chirurgicale si sunt in recuperare, nediscriminand pe nimeni, in acest sens. Nu lasam pe nimeni in urma.

Erasmus quality standards

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

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

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

I. Basic principles

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

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

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

II. Good management of mobility activities

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

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

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

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

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

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

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

III. Providing quality and support to the participants

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

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

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

IV. Sharing results and knowledge about the programme

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

Subscribing to Erasmus Quality Standards

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

Please read the following statements carefully and confirm your agreement:

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

Erasmus Plan: Management

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

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

Quality Standards Part I: Basic principles

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

i) Inclusion

-incluziunea si diversitatea vor fi asigurate prin stabilirea unor criterii transparente si echitabile de selectie in cadrul mobilitatilor conform procedurilor scolii, pentru toti membrii comunitatii educationale;
-implicarea elevilor si a cadrelor didactice in activitati ce promoveaza diversitatea culturala si egalitatea de sanse;

ii) Environmental sustainability and responsibility

Unitatea de invatamant, profesorii si elevii sustin si promoveaza activitati de constientizare, protejare si conservare a naturii si un comportament responsabil fata de mediul inconjurator.

Starea mediului inconjurator ne afecteaza in mod direct calitatea vietii si de aceea luam masuri concrete:

pastrarea documentelor elaborate, in format electronic, folosind diferite instrumente si platforme electronice digitale:

Microsoft Teams, Google Drive, Cloud, flash memory, DVD, card memory; selectarea si colectarea deseurilor pt reciclate si reutilizate; incurajarea elevilor pt economisirea energiei electrice si termice; gestionarea corecta a utilizarii apei in toate activitatile conexe educationale; promovarea prin puterea exemplului, folosirea mijloacelor de transport nepoluante (bicicleta, trotineta, tramvaiul, troleibuzul, trenul etc.)

Pentru usurarea comunicarii cu elevii cu deficiente de auz, in mobilitati, se divse vor folosi diverse aplicatii : deafcommunication, moveit.

iii) Digital education

In vederea asimilarii si dezvoltarii competentelor lingvistice si digitale, elevii si profesorii utilizeaza diverse instrumente si platforme digitale. Abilitatile si competentele, dobandite prin folosirea acestor platforme ofera oportunitatea de a relationa virtual cu organizatiile partenere si de a imbunatati competentele dobandite, atat cele digitale, cat si lingvistice. Instrumentele Google folosit pt eficienta in comunicare; utilizare pt videoconferinte, intalniri; Google Jamboard utilizat- tabla virtuala; Google Drive- spatiu de creare, stocare si distribuire doc. Platforma MICROSOFT TEAMS- ofera acces cu orice browser; disponibil pt sistemul Android si IOS; util pt stocare, activ virtuale cu partenerii, cursuri online, util de materiale audio, video, chestionare. Platforma WORDWALL util pt dezv de competente lingvistice, crearea de activitati interactive, redare de pe orice dispozitiv folosit de elevi coordonat de profesori. PLATFORMA LIVE WORKSHEETS util in construire de activitati de invatare.

iv) Active participation in the network of Erasmus organisations

Liceul Tehnologic Special Gheorghe Atanasiu poate găzdui participanti din alte tari in cadrul mobilitatilor si poate lua parte la schimburile de buna practica, avand in vedere faptul ca liceul dispune de ateliere bine dotate.

Quality Standards Part II: Good management of mobility activities

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

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

Institutia va realiza procedura de alegere a echipei Erasmus.

Alegerea coordonatorului Erasmus se va face pe baza unor criterii clar stabilite:

- cadru didactic calificat, titular al Liceului Tehnologic Special „Gheorghe Atanasiu”;
- disponibilitate de a lucra peste program la activitatile proiectului;
- motivatie in a indeplini sarcinile ce-i revin in calitate de coordonator Erasmus;
- implicare activa in viata scolii in ultimii doi ani;
- abilitati de timemanagement;
- competente lingvistive (cel putin nivel mediu la limba engleza);
- competente digitale;
- competente organizatorice si manageriale;
- expertiza in managementul proiectelor europene Erasmus;
- competente in comunicare, lucru in echipa;

Selectia se va face in cadrul unei comisii ce va evalua dosarul candidatului si proba de interviu;

Monitorizarea si asigurarea calitatii standardelor europene va fi asigurata de coordonatorul comisiei CEAC;

Rolul echipei de management in activitatile de mobilitate:

- realizarea unei proceduri care sa stabileasca selectia participantilor la mobilitati;
- prezentarea procedurii la nivelul Liceului Tehnologic Special „Gheorghe Atanasiu”;
- constituirea comisiei de selectie a participantilor la mobilitati;
- asigurarea egalitatii de sanse printr-un proces de selectie transparent, nediscriminatoriu si obiectiv;
- se va asigura ca institutia poate gazdui in conditii optime, din punct de vedere logistic, elevi si profesori, in cadrul mobilitatii;
- tine permanent legatura cu coordonatorul de proiecte cu privire la evolutia mobilitatii;
- sprijina diseminarea rezultatelor mobilitatii;
- sprijina implementarea la nivel de institutie a unor metode inovative de predare, dobandite de catre cadrele didactice in cadrul mobilitatii.

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

Prin procedura existenta va fi asigurata continuitatea mobilitatii.

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

In urma participarii la mobilitati a personalului unitatii, acesta va aplica cunostiintele si deprinderile dobandite in activitatile scolare si extrascolare de buna practica, in activitatile de terapii specifice si de compensare, prin integrarea in activitatile desfasurate a competentelor si abilitatilor dobandite.

Integrarea rezultatelor implementarii activitatii de mobilitate in activitatea organizatiei.

- diseminarea rezultatelor si selectarea metodelor de lucru si procedurilor insusite in cadrul mobilitatii in vederea implementarii acestora in institutie;
- adaptarea noii viziuni la specificul scolii;
- integrarea rezultatelor in activitatea la calsa a elevilor;
- monitorizarea progresului obtinut prin implementarea noilor strategii;

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

Please describe how you plan to divide the tasks for implementation of planned activities.

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

Echipa de proiect Erasmus are urmatoarea componenta:

Coordonator de proiect (manager de proiect), gestioneaza activitatea întregii echipe Erasmus si tine legatura cu AN.

Responsabilul comisiei de selecție a participantilor in mobilitati demareaza procedura de selecție a persoanelor implicate in proiect.

Responsabilul cu formarea lingvistică și culturala a participantilor la mobilitate realizeaza programul de pregătire lingvistică și culturala in vederea demarării mobilității.

Responsabilul digital este cadrul didactic specializat in domeniul TIC care realizeaza dezvoltarea competentelor digitale in vederea participării la mobilitate.

Responsabilul financiar este reprezentat de către contabilul unității si efectuează toate operațiunile financiare.

Responsabilul cu promovarea si diseminarea rezultatelor proiectului este cadrul didactic care mediatizeaza rezultatele proiectului.

Responsabil cu pregatirea practica este cadrul didactic inginer/maistru instructor care evalueaza nivelul de pregatire profesionala al elevilor.

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

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

i) To share results within your organisation

Institutia va disemina rezultatele proiectului in cadrul Consiliului profesoral al Liceului Tehnologic Special Gheorghe Atanasiu, in cadrul intalnirilor metodice, in cadrul intalnirilor Consiliului elevilor, Consiliului reprezentativ al parintilor si in cadrul Consiliului de administratie.

ii) To share results with other organisations and the public

Institutia va mediatiza rezultatele la nivelul ISJ Timis, in cadrul simpozioanelor, a activitatilor metodice la nivel judetean, pe pagina de facebook si pe site-ul scolii.

iii) To publicly acknowledge European Union funding

Institutia va evidentia importanta finantarii europene in cadrul tuturor activitatilor de diseminare a rezultatelor programului Erasmus.

Annexes

The maximum number of all attachments is 10. The maximum size of one file is 15 MB and the maximum total size of all attachments is 100 MB.

Declaration on Honour

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

File Name	File Size (kB)
DOH -Declaration-on-honour Bagherea Angelica Valeria s.pdf	381
Total Size (kB)	381

Other Documents

Please attach any other relevant documents Maximum 9. The organisation chart and other strategic documents referred to in the section 'Background' should be uploaded here. Please use clear file names.

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

File Name	File Size (kB)
OTH -11065065_2020_RAEI.pdf	400
Total Size (kB)	400
Total Size (kB)	781

Checklist

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

- It fulfills the eligibility criteria listed in the [Programme Guide](#).
- All relevant fields in the application form have been completed.
- You have chosen the correct field for your organisation. Currently, the selected field is: Vocational Education and Training
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: RO01 - Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

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

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Submission History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
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