

Learning agreement

The template is applicable for individual learner and staff mobility in the fields of school education, vocational education and training, and adult education.

A learning agreement serves to define expected outcomes of a learning mobility, the way to achieve them, and the tasks and responsibilities of the participant, the sending organisation and hosting organisation. It is an important document to ensure quality and to build transparency and trust between the three parties involved in a mobility activity. This package will typically include:

- **Grant agreement** between the sending organisation and the participant defining the financial support to the participant and the legal framework for the mobility
- **Learning agreement** defining the conditions of implementation for the mobility activity and the expected learning outcomes
- **Learning agreement complement** issued after the activity and confirming that the activity has taken place as planned. This template is designed to meet the minimum requirements for supporting documentation defined in your project's Grant Agreement. The Learning agreement complement is not required if other issued documentation satisfies the same requirements.
- **Europass Mobility** is a standardised document designed to capture the learning outcomes achieved during a mobility period. The Europass format is recommended by the European Commission for use in Erasmus+. In case the specific activity format or other limitations require it, Europass Mobility can be complemented or replaced by other documents, including national recognition instruments.
- **Participant report** – an obligatory online questionnaire sent after the mobility to collect information about the participant's results and satisfaction.

Creating a learning agreement with each participant in individual mobility is an obligation defined in the Erasmus quality standards. The only exceptions concern activities where such an agreement is not relevant or possible: preparatory visits, invited experts, and participation in VET skills competitions. For activity type 'Courses and training' the learning agreement is optional and should never be used to duplicate existing documentation provided by the course provider for similar purposes.

This template is recommended by the European Commission as it contains the minimum elements required to ensure good quality implementation. However, you may choose to modify the template or to use a different one if you consider that it will help improve the quality of your activities. Because the agreement is likely to be written in a language that is not the main working language of all participants, we recommend using short and direct sentences or bullet points.

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Erasmus+ learning agreement

1. Purpose of the learning agreement

This learning agreement defines the conditions and expected outcomes of a learning mobility organised within the framework of the Erasmus+ programme. Parties in this agreement shall abide by the programme's rules and quality standards.

2. Information about the learning mobility

Field:	School education
Activity type:	Learning Mobility of Individuals
Mode:	Physical
Start date:	15.10.2022
End date:	20.10.2022

3. Parties to the learning agreement

The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

3.1. Participant in the learning mobility

Full name:	MILOT Caroline
Address:	3 Rue Jacquard 59240 DUNKERQUE FRANCE
Email:	caroline_milot@yahoo.fr
Phone number(s):	0033611473362

3.2. Sending organisation

Organisation name:	COLLEGE Boris Vian
Address:	170 rue Victor Hugo 59210 COUDEKERQUE BRANCHE FRANCE

3.3. Hosting organisation

Organisation name:	F.G.G. EDUCULTURE Center Education
Address:	2A Agraulou 3065 LIMASSOL CYPRUS

4. Learning context

At the sending organisation, the participant is currently working in the following capacity:
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Job title	Teacher of French, Latin and Ancient Greek
Main tasks	<p>Teach French, Latin and Ancient Greek in a high school to 15 to 18 years old students</p> <p>Organize events in the high school</p> <p>Develop partnerships with local structures (city hall, theatre, cinema, learning center, hospital...)</p> <p>Work in collaboration with a director to write and stage theatrical performances</p> <p>Set learning objectives and develop skills for students in an Erasmus+ class (15-16 years old students) based on national curricula, Erasmus+ project topics and current events</p> <p>Support the students during their mobility and organize welcome weeks</p>

5. Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the learning mobility:

Outcome 1 : Developing theoretical and legal framework knowledge about cultural diversity and multicultural VS intercultural education	
Relevant subject, skill or competence	<p>Developing general culture : Definitions Historic and current context (migration, refugee crisis) Globalization and culture</p> <p>Developing didactic and pedagogical knowledge : Competences for learning Understanding differences, listing kinds of diversity in the classroom and its benefits Defining objectives, characteristics and role of multicultural and intercultural education / inclusive school ; models and topics ; CLIL approach Listing kinds of racist and bullying incidents Works of education specialists, European reports about education of ethnic minority children Resources : curricula, national and European sites and platforms, texts and stories, ITC tools</p> <p>Developing international legal framework</p>
Description	Discussions from course book, slideshows, videos

Outcome 2 : Developing multicultural and intercultural education in a classroom	
Relevant subject, skill or competence	Thinking about how diversity affects the classroom

	<p>Thinking about how to deal with classroom diversity / tips to handle diversity Creating a supportive language environment ; the issue of language(s) of instruction and language teaching</p> <p>Managing equal educational opportunities with students with learning difficulties and the risk of social exclusion (immigrants, refugees), boys or girls respecting and assessing the difference and learning from it ; building a co-operative learning environment</p> <p>Developing activities for classroom communication, team building, sense of belonging, cultural awareness and expression, multicultural VS intercultural education</p> <p>Knowing and exploring ITC tools for classroom communication and intercultural dialogue</p>
Description	<p>Sharing experiences of multicultural and intercultural education Discussions from course book, slideshows, videos Group works : activities that encourage communication ; creations</p>

Outcome 3 : Developing the plan for participation in cultural and extracurricular activities	
Relevant subject, skill or competence	<p>Knowing, understanding and exploring different educational systems / teaching procedures / new aspects of organizations by observing the practices of our host partner</p> <p>Developing the observation, methodology and teaching practice plan : developing among teachers the capacity to cooperate with each other by exchanging experiences and presentations</p> <p>Developing among teachers the capacity to cooperate with the outside world</p> <p>Supporting the development of an integrative approach to learn through extra-curricular and cultural activities</p> <p>Enhancing creative talents by producing intercultural activities</p>
Description	<p>Sharing experiences of cultural visits and ways to explore them with students Visiting different places in Limassol and Nicosia to think about values such as unity and cooperation ; getting in touch with Cypriot communities and exploring how these communities coexist Quizzes to explore visits</p>

	Collaborating to prepare a slideshow
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Outcome 4 : Developing inclusive schools	
Relevant subject, skill or competence	<p>How to create inclusive education / school</p> <p>Including all members of the school community Ensuring equality of access and participation Planning an intercultural physical and social environment Organizing events that celebrate diversity in school Incorporating an intercultural and anti-discrimination approach to staff development ; facing racist / bullying incidents Communicating with parents</p>
Description	<p>Sharing experiences of the participants and their schools (intercultural activities planned and implemented in participants' schools) Discussions from course book, slideshows, videos Group works</p>

Outcome 5 : Developing the feeling of European citizenship	
Relevant subject, skill or competence	<p>Promoting European interculturality, solidarity awareness, respect for diversity and tolerance by sending and receiving structures</p> <p>Considering the European reality as a value that must be integrated into everyday life and as a constant source of enrichment</p> <p>Undermining the fear of the others</p> <p>Having a positive impact on personal development, motivation and professional life around active European citizenship</p> <p>Popularizing the culture of countries</p> <p>Comparing and promoting European projects in different places</p> <p>Making schools models of democratic citizenship</p> <p>Considering intercultural education as a way to prepare pupils for the responsibilities of citizenship in the national context and in the context of the wider European and global communities</p> <p>Thematic approach : identity and belonging, similarity and difference, Human Rights and responsibilities, discrimination and equality, peace and conflict</p> <p>Cyprus 'European orientation, intercultural education in Cyprus</p>

Description	<p>Presentations of the participants, the education systems, the schools, the cultural awareness and expressions in the schools</p> <p>Sharing experiences of the participants and their schools for Erasmus+ projects and mobilities and for intercultural activities</p> <p>Discussions from course book, slideshows, videos</p> <p>Activities that enhance the sense of belonging</p>

6. Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

Activity / task 1: DAY 1 : Introduction of the course	
Description	<p>Presenting from videos and slideshows :</p> <ul style="list-style-type: none"> ● Cyprus and Limassol ● Participants ● Schools of the participants <p>Discussing from slideshows :</p> <ul style="list-style-type: none"> ● Definitions ● Historic and current context ● 8 key competences for lifelong learning <p>Explaining main group work : A short slideshow presenting a collection of photos from the tours to teach students values as unity, cooperation and fellowship, which could be presented at the school in an event : "Celebrate diversity"</p>

Activity / task 2: DAY 2 : Visits to Limassol and activities in the city	
Description	<p>Visits to :</p> <ul style="list-style-type: none"> ● Medieval castle ● Carob Mill Museum ● Old city centre ● Castel area <p>Quizzes :</p> <ul style="list-style-type: none"> ● Exploring the castle of Limassol ● Exploring the Limassol city centre <p>Data collection for the main group work</p>

Activity / task 3: DAY 3 : Intercultural / inclusive education and international legal framework	
Description	<p>Theoretical knowledge from slideshows :</p> <p>Monoculturalism, multiculturalism, interculturality</p>

	<p>Multicultural VS intercultural education ; models of intercultural education ; CLIL approach ; inclusive schools ; globalization Works of Michael Linsin, Tariq Modood, Jagdish Gundara, Michael F. Giangreco Intercultural education in Cyprus (Greeks, Romans, Christians, Ottomans, British in Cyprus)</p> <p>Discussing from slideshows :</p> <ul style="list-style-type: none"> • How diversity affects the classroom ? • Benefits from diversity • Team building activities and games • How do we deal with diversity ? (in classrooms / in schools) • Who is European ? <p>Videos : Multilingual classroom (children and teachers' testimonies, examples of methods and activities), Class Dojo (classroom communication application)</p> <p>ITC tools for classroom communication</p> <p>Discussions :</p> <ul style="list-style-type: none"> • How can one curriculum be suitable for native and immigrant pupils ? How can teachers cope with language and communication difficulties ? How students can interact productively independently of their cultural identity ? • The issue of language(s) of instruction and language teaching : What is your opinion about : the use of official language, the language(s) of school, the use of pupils' native language at school ? <p>Group works :</p> <ul style="list-style-type: none"> • Creation : Newspaper tower buildings • Activity that encourages communication : two truths, one lie
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Activity / task 4 :
DAY 4 : Classroom activities and resources ; school planning and policies ; facing incidents ; dealing with parents

<p>Description</p>	<p>Theoretical knowledge from slideshows : Inclusive education : definition, characteristics, inclusive values Intercultural communication's elements, intercultural education's thematic approach Intercultural education in Cyprus School policies Dealing with parents</p> <p>Works of Booth and Ainscow</p> <p>Discussion : What is the policy for the new pupils in your country?</p>
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	<p>ITC tools for intercultural dialogue</p> <p>Video : Creative Europe</p> <p>Group works :</p> <ul style="list-style-type: none"> • Fact / opinion statement cards • What is the role of each school worker towards intercultural education ? • Creating a slideshow from photos about refugees : How can you use these photos in your teaching ?
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Activity / task 5 :
DAY 5 : Visits to Nicosia

Description	<p>Visits to :</p> <ul style="list-style-type: none"> • Nicosia, the only divided capital in Europe • Cyprus handicrafts centre • Leventis Museum • Ledra • "Laiki Geitonia" <p>Data collection for the main group work</p>
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Activity / task 6 :
DAY 6 : presentations of the group works ; review of the course ; certificates

Description	<p>Presentation of slideshows created in the group works</p> <p>Review of the course</p> <p>Certificates</p>
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7. Monitoring, mentoring and support during the activity

7.1. Responsible persons at the hosting organisation

The following person(s) at the hosting organisation are tasked with introducing the participant to their activities and tasks at the hosting organisation, providing practical support, monitoring their learning progress, supporting them to achieve the expected learning outcomes, and helping them to integrate into the daily routines and the social context at the hosting organisation.

Full name	F.G.G. EDUCULTURE Center Education GENETHLIOU Finiki
Job title	Director
Email	educulture.courses@gmail.com
Phone number(s)	+35796946684
Responsibilities	The participant will communicate with the course provider before taking part in the course, in order to

	<p>prepare for the course itself and the trip abroad. The teacher trainer from the receiving institution will send the definite course schedule approximately two weeks before the course to the course participants. The Mentor/ Contact for administrative matters/ Emergency contact will monitor the participant's work and her progress during the course and will communicate with the participant on a daily basis.</p>
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7.2. Responsible persons at the sending organisation

The following person(s) at the sending organisation are tasked with following the participants' progress and providing content or practical support from the side of the sending organisation.

Full name	TONDEUR Fabrice
Job title	Coordinateur Erasmus+
Email	erasmusborisvian@gmail.com
Phone number(s)	+33679541587
Responsibilities	<p>Mentor (main content supervisor in France) Contact for administrative matters and emergency Webmaster for diffusion of results on social networks, websites and follower for management of mobilities and all communications. Responsible of global organization and contact between the hosting/ visiting schools and the National Agency</p>

7.3. Accompanying persons

"Not applicable"

7.4. Mentoring and monitoring arrangements

As a minimum, the monitoring and mentoring arrangements will include the following activities:

- Scheduled consultations between the participants and the mentor from the sending institution.
- Consultations between the mentors at the hosting and sending institutions.
- Periodical reviews of the learning outcomes and completed tasks.
- Financial issues will be managed by the accountancy department.
- Report of the participant after the mobility.
- Documents that support the mobility of individuals will be prepared before the course.

8. Evaluation of learning outcomes

After the mobility activity, the participant's learning outcomes will be assessed in the following way:

Evaluation format :

Structured report

Evaluation criteria :

The participant will present the results of the course during the teachers meeting in the form of PowerPoint presentation.
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Evaluation procedures :

The evaluation process is going to take place at the hosting institution as well as via EU survey tool. The evaluator at the hosting institution is going to be the Principal of the school. The results are going to be transmitted between the hosting and the sending Institutions via e-mail.
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9. Recognition of learning outcomes

The learning outcomes attained by the participant will be recognised in the following way:

Recognition conditions :

The participant will be awarded the Certificate of Attendance under condition of attending at least 95% of the scheduled classes.

Recognition procedures :

The principal of the sending institution will be responsible for the recognition process.

Recognition documentation :

The receiving institution will issue an Attendance Certificate for the course participant at the end of the course. The participant will fill in an online Participant Report Form via EU Survey tool after the end of the Erasmus+ mobility.

10. Reintegration at the sending organisation

“Not applicable”

11. Additional provisions


“Not applicable”


12. Signatures

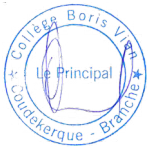
The signatories confirm that they understood and approve the content of this agreement.

Participant	
Full name:	MILOT Caroline

Participant's legal guardian	
Full name:	TONDEUR Fabrice

Date and place:	20/10/22 Limassol
Signature:	

Date and place:	20/10/22 Coudekerque-Branch e
Signature:	 FINIKI KONIGER

For sending organisation	
Full name:	Collège Boris Vian Coudekerque-Branch e
Position:	Headmaster
Date and place:	20/10/22 Coudekerque-Branch e
Signature:	

For hosting organisation	
Full name:	F.G.G. EDUCULTURE Center Education GENETHLIOU Finiki
Position:	Director
Date and place:	20/10/22 Limassol
Signature:	