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# Welcome to the European Classroom: Internships

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SCHOOL IDENTIFICATION AND CURRICULUM

DELIVERABLE 7.6  
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## I. EC2U Classroom Internships - Rationale

EU education policy addresses a number of issues that the educational systems across Europe are facing: integrating a population of pupils from different ethnic and cultural backgrounds in classrooms, promoting fundamental values, recognizing skills, and qualifications acquired in other educational systems, introducing learning mobilities, implementing standards of teaching, and many more. Nowadays classrooms need to be so much more than teaching state-of-the-art knowledge in a homogenous setting – they are also expected to be on the forefront of digitisation, to be inclusive, tolerant and high-performing, using innovative teaching methods.

The increasingly globalized environment of the upcoming generation of educators requires them to learn how to prepare young people to act responsibly in global contexts. Teachers must be able to understand global developments and their effects on society against the backdrop of their own experiences and to teach them in an authentic subject-related manner. In addition to improving language skills or learning a new language, study-related stays abroad and intercultural competencies help future teachers to train these competencies.

Meeting all these expectations is, however, often a challenge. EC2U wants to contribute and strongly supports the idea of a European Classroom: of fostering inclusion and diversity by facilitating student teachers' practical experience in heterogeneous learning and teaching environments. Through the programme **Welcome to the European Classroom: Classroom Internships (EC2U Classroom Internships)**, coordinated by Work Package 7 (WP7), EC2U will provide future teachers with the opportunity to complete classroom internships in schools in other EC2U cities in order to prepare themselves for a career in the multicultural classroom. In addition, they are encouraged to use their experiences to inspire pupils – and pass on the European experience and European value system in their future classrooms.

The EC2U Classroom Internship programme has a distinct focus on the following principles:

### A. Cross-border learning environments

Cross-border learning has emerged in the past years as a very complex scenario combining mobility of education programmes, integrating virtual and physical modes of teaching, complementing formal education by informal learning and creating strong links between theory and practice. Our EC2U internship programme explicitly intends to provide future teachers with their own experiences in cross-border learning and teaching.

## **B. Internationalization of Teacher Training**

The EC2U Internship programme addresses an increasing demand for the internationalization of teacher training and international opportunities. To promote stays abroad there is a need for low-threshold offers that makes such international teaching experiences attractive without losing time during their degree studies. In laying the groundwork for a network of schools and related university settings that help students find voluntary internships, EC2U Classroom Internships provide added value for the future teachers. The cooperation provides infrastructure not always available to students seeking internship positions, reducing the time and effort needed to arrange a mobility.

EC2U Classroom Internships also provide added value for teacher training units at the 7 universities: The contact with schools abroad — supported by the networking resources of the EC2U Alliance — will be a foundation for long-term partnerships in which new forms and degrees of cooperation can be developed. The practical experience and personal contacts as well as exposure to the different educational systems in Europe will be beneficial to the internationalization efforts in teacher education at the seven Partner Universities.

EC2U Classroom Internships will contribute to the systematic reflection on the experiences of the schools and pupils, which will promote the continuous optimization of teacher education towards truly international classrooms.

## **C. Intercultural competence as professional and personal gain**

Given the current social diversity and, at the same time, the goal of promoting inclusive and diverse schools, future educators in particular should be equipped with intercultural competences on various levels. Several studies, as well as the students themselves, confirm in their experience reports that stays abroad have a positive effect on personality development.

## II. Goals and objectives

### A. Objectives

The objective of this seed project is to facilitate the acquisition of international, intercultural teaching experience in secondary and middle schools for as many student teachers as are interested. Simultaneously the objective is to found sustainable working partnerships both with schools in other EC2U cities and with teacher training units of EC2U Universities.

### B. Outcome

The targeted outcome is the completion of at least 9 international classroom internships within the EC2U Alliance.

### C. Learning outcomes and competencies

Participants of the EC2U Classroom Internships gain knowledge, competences, practical experience and self-confidence to become successful teachers.

#### Knowledge:

- They gain insight and knowledge about the profession of teaching.
- They gain insight through the juxtaposition of theory as taught in the course of their studies and real-life practice.
- They gain knowledge and first-hand experience of life in the host country.
- They gain knowledge on the school system of their host country.
- They may get to know teachers' extracurricular fields of activity, depending on the Internship Position Description.
- They can gain insight into fields of activity of other professions in the school setting (e.g. school psychologists, school social workers, therapists, integration assistants, staff from all-day care, technical staff), depending on the Internship Position Description.
- They become familiar with sources for pedagogical methodologies common in their host country.

#### Competencies:

- They train their pedagogical skills.
- They train their intercultural skills.
- They improve their abilities in the local language.
- They are able to apply acquired knowledge and solve problems in new or unfamiliar environments within broader cultural contexts.

#### Self-confidence:

- They benefit from the increased self-awareness of a stay in a foreign country.
- They have an increased awareness regarding intercultural challenges in an educational setting.
- They are less afraid of engaging and taking on responsibility in unfamiliar contexts.

- They are more willing to deal with uncertainties and complexity. They take risks consciously.
- They have a clearer understanding of their personal skills and goals. They are poised to enter into a diverse classroom setting in their country of origin.

#### D. Long-term Perspective: Internationalization of Teacher Education

Ultimately, the voluntary EC2U internships prepare the ground for the long-term goal of allowing students from one EC2U university to carry out the formally recognized practical portion of their teacher education/certification in schools in EC2U Partner cities. Strictly-defined national and/or local regulations for teacher education and certification as well as the differently structured national and/or local school systems have traditionally been a high, double barrier to the internationalization of teacher training. Establishing partnerships between the teacher training units of the EC2U Universities and schools in the six other EC2U cities is an essential first step towards overcoming the barrier to this goal.

This long-term process will be accompanied by the specialist working group “Internationalization of Teacher Education” which has grown out of the EC2U Lighthouses of Education network (Refer to D7.5 for further information). One of the first objectives will be to identify existing and functioning programmes and to clarify the extent to which EC2U can facilitate cooperation across the diverse systems.

### III. The EC2U Classroom Internships

The EC2U Classroom Internships are voluntary internships of variable length and content.

#### A. Internship content

An **Internship Position Description** will be defined by the receiving school according to their needs, requirements, and capacity. Possible tasks and responsibilities thus vary and can include, for example, observation, language assistance, project coordination and/or support, supervised teaching, etc. (See VII.A Models for content/work plan)

The work plan for accepted applicants will be based on the Internship Position Description. The work plan will be formalized in the ERASMUS+ Learning Agreement for a Traineeship, or in an Internship Agreement appended to the ERASMUS+ Learning Agreement for either a Semester or a Blended Mobility. (See III.D Funding)



## B. Target group

Students enrolled in their **at least their 5<sup>th</sup> semester** or recent graduates (12 months or less) of the seven EC2U universities may apply. Preference will be given to current students and recent graduates of the respective teacher training programmes.

According to the individual Internship Position Descriptions, receiving schools may specify a narrower target group of applicants, for example, by field of study, study cycle (Bachelor, Master or local teaching degree course (e.g. *Staatsexamen* in Germany)).

## C. Duration and working hours

The duration of the internships is variable and depends on the requirements of the funding programme (see below III.D Funding: ERASMUS+ Mobilities).

The duration of each internship will be specified in the Internship Position Description and included in the Learning Agreement or Internship agreement signed by the student teacher, the sending university, the receiving school and, in the case of ERASMUS+ Semester Mobilities, the receiving university.

The total working hours will be determined by the school and included in the Learning Agreement or Internship Agreement.

## D. Funding: ERASMUS+ Mobilities

There are three possible ways to fund an EC2U Classroom Internship through the ERASMUS+ programme. Student teachers will apply for ERASMUS+ funding at their home university. Contractual formalization of the intern's work plan differs for each of the three types of ERASMUS+ funding.

### 1. ERASMUS+ Traineeship

ERASMUS+ Trainee support contains a financial grant, the ERASMUS+ scholarship. A stay of between two and twelve months is eligible. The ERASMUS+ funding is paid according to country groups and is therefore dependent on the general cost of living in the host country.

The Internship work plan will be formalized in the Traineeship Learning Agreement.

## 2. ERASMUS+ Semester Mobility

ERASMUS+ Semester Mobility support contains:

- **No study/tuition fees** at the host university. Insurance costs, student social contributions, and costs for the use of teaching materials do not count as tuition fees and must be paid by the applicant.
- **A financial grant**, the ERASMUS + scholarship. A stay of between two and twelve months is eligible. The ERASMUS+ funding is paid according to country groups and is therefore dependent on the general cost of living in the host country

An **Internship Agreement** signed by the receiving school will be appended to the Semester Mobility Learning Agreement which is signed by the student, the sending university and the receiving university.

## 3. ERASMUS+ Blended Mobility

ERASMUS+ Blended Mobility support contains:

- **A financial grant** for blended mobility, the ERASMUS+ scholarship. A stay of between five and thirty days and a virtual component is eligible. The virtual component is mandatory and variable in duration. The ERASMUS+ funding is paid according to the length of stay abroad.
- To be eligible for funding as an ERASMUS+ Blended Mobility, the Learning Agreement must assure 3 ECTS and include a mandatory virtual component.

An **Internship Agreement** signed by the receiving school will be appended to the Learning Agreement signed by the student, the sending university and the receiving university.

### E. Language requirements

B2 (CEFR) is the minimum required for the working language, i.e. the language taught in the internship classroom, if the student is not a native speaker. B1 is recommended for the national language.

Testing of the working language is performed through ERASMUS+ Online Linguistic Support (OLS). For interns whose working language is also their native language, testing is not required.

Language courses during the traineeship for the working language are offered by OLS. Courses in all EC2U languages are offered.

## IV. The schools

### A. School profile

Any public or private secondary or middle school in or near the EC2U cities which is interested in participating and can fulfil the minimum requirements may offer EC2U Classroom Internships.

### B. Minimum requirements for receiving an intern

Schools must provide an **administrative contact person** responsible for the selection process, the negotiation of the Learning Agreement and correspondence with the local EC2U representative coordinating the internship placement. This administrative contact person may or may not be the internship mentor.

Schools must provide a **designated mentor** for each intern who will support the intern during the period of the internship and complete a compact report at the end. (See VII.B Satisfaction questionnaire)

Assistance in finding housing would be greatly appreciated, but schools are **not required** to organize the interns' housing, health insurance, etc. The interns are subject to regulations and procedures stipulated by ERASMUS+ contracts.

### C. Documentation

A **Letter of Intent** will be signed by a person authorized to represent the school.

One or more **Internship Position Descriptions** (see VI Internship content (During) below) will be submitted by a representative of the school to their local EC2U contact. This information will be used to create the internship postings on ec2u.eu and local University channels (See V.A Call for Applications for EC2U Classroom Internships below). An **optional template** with the various possibilities for internship content is included in the Internship Position Description form to facilitate the school representatives' creation of the internship content.

For ERASMUS+ Traineeships, a **Learning Agreement** to be signed by the intern and the administrative representative and the designated internship mentor at the school.

For student mobilities (ERASMUS+ Semester or Blended) an **Internship Agreement** to be signed by the intern and the administrative representative and the internship mentor at the school. The **Internship Agreement** will be appended to the academic Learning Agreement signed by the intern, the sending university and the receiving university.

## V. Application process

### A. Call for Applications for EC2U Classroom Internships

Applications for participating as an intern will be solicited in one of two ways during the pilot phase of this programme.

#### 1. Postings

Internship Position Descriptions will be posted on the “Welcome to the European Classroom” page on ec2u.eu and in local internship databases at the EC2U Universities. (See also IX Coordination below). Interested students will send their applications to a central e-mail address indicated in the posting.

#### 2. Nomination

The representatives of the teacher training units of the EC2U Universities will be encouraged to recommend the internships to particularly qualified student teachers and can provide their students with a letter of recommendation.

### B. Application deadlines

Applications for ERASMUS+ Traineeships are accepted on an ongoing basis. Acceptance is dependent on the time requirements of the individual posted Internship Position Descriptions.

Applications for ERASMUS+ Semester and Blended Mobilities are subject both to the requirements and procedures of the sending university and the school's time requirements stated in the posted Internship Position Descriptions.

### C. Application documentation

- Letter of Motivation
- Application form
- Curriculum Vitae
- Current certificate of academic achievement
- Letter of recommendation (optional)

### D. Selection

Applications received by the EC2U WP7 Coordinator will be reviewed by an ad hoc selection committee made up of representatives from the sending and receiving universities.

### 1. Step 1: sending university

The applicants will be vetted by representatives of their home university:

- EC2U WP7 representative
- EC2U mobility officer or Local Coordinator of the sending university to verify ERASMUS+ funding possibilities and contractual aspects.
- A representative of the teacher training unit and/or academic department of the sending university to verify whether applicants qualify academically.

### 2. Step 2: receiving university and school

The applications of the candidates who pass the review of the sending university in Step 1 will be forwarded to the EC2U WP7 representative at the receiving university who will then liaise with the school representatives who accept or reject the candidate(s).

### 3. Selection criteria

Selection criteria specific to each individual internship as stipulated in the Internship Position Description submitted by the school will also be taken into account.

### E. Contract documentation

Selected students will complete the necessary documentation for and sign the ERASMUS+ contract according to the procedures of the sending university and with the support of the local EC2U Mobility Officers.

- Learning Agreement
- Internship Agreement (to be appended to the Learning Agreement for Semester and Blended Mobilities)
- Grant Agreement

## VI. Intercultural preparation and first contact (Before)

### A. Intercultural training

The participating students will participate in intercultural trainings with emphasis on the following outcomes. After the training the students will be able to:

- explain the basic concepts of culture and intercultural communication
- describe how culture manifests in situations of communication and interaction
- understand the connection between culture, communication and teaching

- become aware of their own cultural imprint and its effect on their way of thinking as well as their behaviour
- identify potential fields of cultural differences in teaching contexts and how to deal with them successfully

A portfolio of Intercultural Training modules will be a co-creation effort of the education experts of the EC2U Alliance. The teacher training units and/or intercultural communications experts of the EC2U universities will provide intercultural training materials for self-learning modules on [Glocal Campus](#), a virtual learning environment developed and maintained by the University of Jena and its Partners ([more information here](#)). The self-learning units will be supplemented by virtual mobility offers.

## **B. Peer mentors**

The Interns can receive help and support for their start in the EC2U city and in the school system from volunteer peer mentors arranged by the EC2U Coordinators in conjunction with the teacher training units of the receiving university. The peer mentors will be student teachers at the receiving EC2U University. They will help the Interns get to know the city and the university as well as informal insights into the local school system.

An online “matching” meeting will be arranged prior to arrival in the receiving university/at the receiving school. Further meetings will be at the discretion of the students involved.

## **VII. Internship content (During)**

### **A. Models for content/work plan**

Participating schools will determine the content and structure of the individual internships they intend to offer. Based on their available resources, regulations, experience, openness for new models of student teacher engagement, etc., they will determine the qualification and task profiles for the position in the Internship Position Description. This information will provide the basis for the formulation of the Learning Agreement.

The responsible persons at the schools (i.e. administrative contact person, designated mentor) can use the following models or combine elements of these models.

## 1. Language assistance

An EC2U Classroom Internship could take the form of language assistance. The role of the assistant is to improve the communication skills of the pupils, especially in oral expression, and to deepen their knowledge of a different civilization and culture.

The intern could be given co-teaching duties, in which they would support the work done by the school's language teachers, either with the whole class in the presence of the teacher or with small groups of pupils.

Alternatively interns who meet the requirements for both language skills and subject-area expertise can be assigned language assistance duties in CLIL (Content and Language Integrated Learning) settings.

The interns can encourage pupils to express themselves orally, bring a fun dimension to learning and discuss socio-cultural themes likely to interest children and adolescents.

Possible activities could include: practicing oral language with pupils, participating in the implementation of educational projects, assistance with proofreading written texts, support in working with learning management systems, assistance with lesson preparation (e.g. preparation of teaching materials, copying activities etc.).

## 2. Observation

EC2U Classroom interns can job shadow teachers in the receiving school. They can observe lessons and have one-on-one tutorials not only with the mentoring teacher but with professionals from the secondary school community (headmasters, other staff, teachers of various subjects). An internship focusing on observation could also include accompanied teaching in which the mentor provides guidance and shares knowledge about methods and planning.

## 3. After-School programme support

Interns can support and/or contribute to the school's afternoon programmes, e.g. tutoring, sports, thematic clubs and work groups, etc.

## 4. Project support

EC2U Classroom interns can provide support for special limited-time projects the school is carrying out. The intern can be assigned to assist in thematic project weeks or months, preparation for subject area competitions, media productions (theatre, film, podcasts, etc.), preparations for large events or participating in the implementation of a school exchange.

## **B. Mentoring**

It is one of the minimum requirements for offering EC2U Classroom Internships that the school designate a mentor for each intern.

The role of the designated mentor will vary to a certain degree depending on the task profile developed in the Internship Position Description and in the Learning or Internship Agreement. However, the following responsibilities are common requirements.

- Introduce school and classroom rules and procedures
- Develop and supervise work plan
- Give frequent feedback
- Guide intern's reflection on experiences
- Complete short Internship Summary Report and Programme Satisfaction Questionnaire

## **C. Virtual component for ERASMUS+ Blended Mobilities**

Short-term internships funded as ERASMUS+ Blended Mobilities require a virtual component. If a receiving school offers a short-term internship (5 to 30 days), the EC2U contact persons at the sending and receiving universities will assist in identifying or developing an internship-specific virtual component, activating the teacher training units at the EC2U Universities involved where appropriate (e.g. intercultural training, on-line preparation session regarding the school system in the host city, etc.).

The content, frequency, and format of the mandatory virtual component are flexible according to the new ERASMUS+ Programme. Examples include "online learning exchange and teamwork, online learning as part of a course offered in a blended learning format, online training or academic assignment with a supervisor in the receiving institution." See also (VIII.F Academic recognition)

## **D. Reflection: Learning diary**

To substantiate the learning outcomes, students will be required to write a learning diary in which they reflect upon their experiences in the classroom. In the diary the intern summarizes, analyses and comments on the activities each week. Guiding questions can include:



- What did I learn? What was new to me? Was there something that changed my views and why? Focus on and analyse the themes important to you.
- What did I not understand? What went against my own ideas and preconceptions? Why? Focus on and analyse what left you surprised or puzzled.
- The experience in the classroom will have relevance for you and your development as a teacher. Can you identify what this is? How are you able to apply this experience to your ongoing studies and training? How does this support your development as a teacher? Make note of and reflect on the thoughts that emerge as especially important.

Interns can request feedback on their learning diary from the designated mentors at the receiving schools the representatives of the teacher training units at the sending universities. The learning diary will be submitted to the WP7 organizers of the EC2U Classroom Internships as a source of information for the indicator “Change in Awareness: Pre-/Post-“ (see D1.18a).

## VIII. Reports, Certification & Recognition (After)

### A. Internship summary report

Upon completion of the internship, the administrative contact person at the school and the designated mentor will compile a brief summary of the intern's activities and performance.

### B. Satisfaction questionnaire

The administrative contact person at the school and the designated mentor will be asked to fill out an evaluation questionnaire to collect data on their satisfaction with the EC2U Classroom Internship programme (see D1.18a)

### C. ERASMUS+ participant report

The intern will complete the participant report as a requirement of the ERASMUS+ Mobility period. This report is in multiple choice format and will be submitted digitally and directly to the EU.

### D. EC2U experience report

Alumni of the EC2U Classroom Internships will be asked to write experience reports (with photos) to be shared through EC2U communication channels, especially website and social media.

### **E. Internship certificate**

The sending university will issue an EC2U certificate confirming completion of the Internship and summarizing the tasks carried out during the internship.

### **F. Academic recognition**

The EC2U Classroom Internships are voluntary. This means the internships are not, as a rule, obligatory components of a student's course of study and/or teacher certification process.

Voluntary internships during studies can be recognized in the Diploma Supplement and, if applicable, in the Transcript of Records. In the case of ERASMUS+ Traineeships after graduation, the Europass Mobility will be issued as a proof of the voluntary ERASMUS+-supported internship.

Academic recognition can be negotiated on a case by case basis. Student interns are free to organize recognition independently, if they have the opportunity to fulfil obligatory components of their course of study and/or training. The interns themselves must ensure that they meet all the requirements of the respective university for recognition. Arrangements are to be specified and documented prior to the start of the internship and signed by the intern, a representative of the teacher training unit at the sending university and the designated mentor at the receiving school.

## **IX. Promotion and visibility**

### **A. Website: Welcome to the European Classroom on ec2u.eu**

- Short summary of the goals, funding and application process
- Internship Position Descriptions posted with application deadlines
- Links to information about national school systems
- Experience reports from Alumni

### **B. Direct advertising to students**

- Information through teacher training units at the EC2U universities
- Classroom visits at sending universities
- Mobility fairs
- Social Media campaign through central EC2U channels

### **C. Forum**

Working Group "Internationalization of Teacher Education" is supported by EC2U short-term mobilities from the WP7 budget. The working group and any interested representatives of the

teacher training units of the EC2U Partner universities will be invited to organize a public event or session at one of the future EC2U Fora (e.g. in Jena in the Spring of 2023).

## X. Coordination

The “Welcome to the European Classroom” page on [ec2u.eu](http://ec2u.eu) will be developed and maintained by the WP7 Coordinators in cooperation with the central EC2U Communication Coordinator in Poitiers.

The WP7 Coordinators are the primary contact and begin the admission process by activating the relevant persons at the sending and receiving EC2U universities who in turn mediate with the school administrative contacts and designated mentors (See V above).

### A. EC2U Classroom Internship university contacts

WP7 Board will function as EC2U contacts persons, unless they have designated an expert and/or administrator from their respective universities.

Coimbra	Maria João Campos
Iasi	Adriana Zait
Jena	Melinda Kolb
Pavia	Giulia Falchi
Poitiers	Hélène Desormes
Salamanca	Isabel María de la Torre Olvera
Turku	Tuija Niemi, Mirjamaja Mikkilä-Erdmann

## XI. Further information

### A. Schools

(or cooperating education authorities responsible for international relations)

Coimbra	Escola Básica de Vilarinho do Bairro	Escola Secundária Infanta d. Maria		
Iasi	Theoretical High School "Dimitrie Cantemir"	Informatics High School "Grigore Moisil"	Technological Economic High School "Virgil Madgearu"	Sports High School Iași

Jena	Friedrich-Adolf-Richter-Schule Rudolstadt	Otto-Schott-Gymnasium Jena	Angergymnasium Jena	
Pavia	Liceo scientifico Copernico	Liceo scientifico Taramelli (Awaiting final confirmation)	Liceo Linguistico Cairoli (Awaiting final confirmation)	
Poitiers	Déléguee de région académique aux relations européennes et internationales et à la coopération DRAREIC - Région académique Nouvelle Aquitaine Déléguee académique DAREIC - Rectorat de l'académie de Poitiers			
Salamanca	IES Lucia de Medrano	Colegio Calazanz		
Turku	Turun normaalikoulu Turku Teacher Training School		Rauma Teacher Training School	

## B. EC2U schoolyear calendar

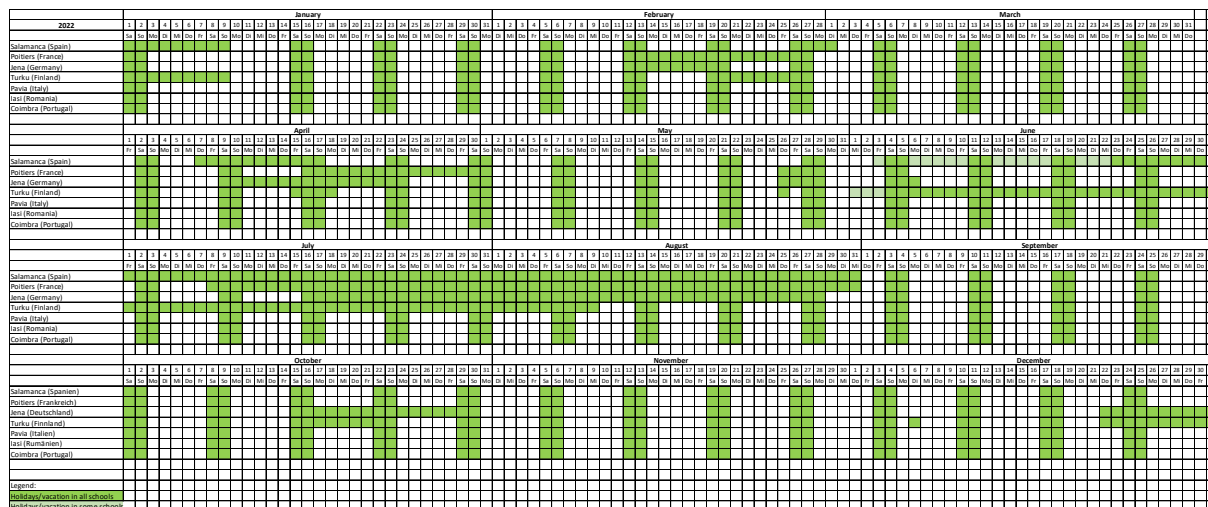


Figure 1: 2022 Schoolyear calendar (in process)

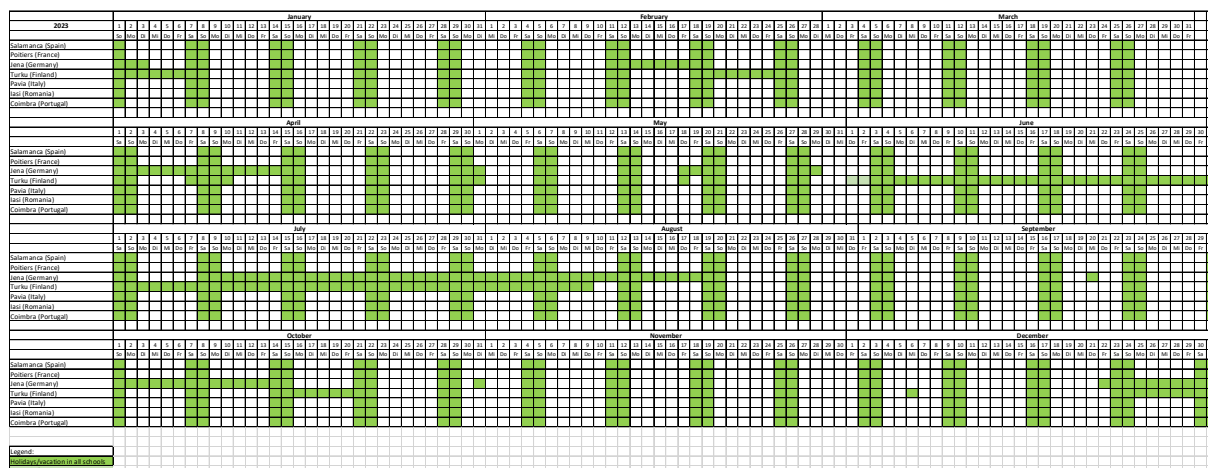


Figure 2: 2023 Schoolyear calendar (in process)

Please note that the content of this activity/deliverable is available in the different languages of the EC2U Alliance upon request.