



**A. General Information**

This application form consists of the following main sections:

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

By using this electronic application form you are applying for a Strategic Partnership for schools only. If successful, your partnership will be contracted through a series of mono-beneficiary Grant Agreements. For more information about the alternative contracting model (through a multi-beneficiary Grant Agreement for Strategic Partnerships in school education) please consult Part C of the Programme Guide or contact your National Agency.

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

**B. Context**

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for Schools Only
Main objective of the project	Exchanges of Practices
Call	2017
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	29-03-2017 12:00:00
Language used to fill in the form	English

**B.1. Project Identification**

Project Title	Schools of Success
Project Acronym	S. O. S.
Project Start Date (dd-mm-yyyy)	01-09-2017
Project Total Duration (Months)	24 months



Project End Date (dd-mm-yyyy)

31-08-2019

Applicant Organisation Full Legal Name (Latin characters)

Gyomroi Weores Sandor Altalanos Iskola es Alapfoku Muveszeti Iskola

Form hash code



5146A03CA0C35CD1

## B.2. National Agency of the Applicant Organisation

Identification

HU01 (MAGYARORSZÁG)

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

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



**C. Priorities**

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

SCHOOL EDUCATION: Supporting schools to tackle early school leaving (ESL) and disadvantage

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

SCHOOL EDUCATION: Strengthening the profile(s) of the teaching profession

HORIZONTAL: Achievement of relevant and high quality skills and competences

Please comment on your choice of priorities.

The latest research results show an increasing number of drop outs at schools. The main objective of our project is to increase the effectiveness of school by narrowing down the gap of disadvantaged students, and reducing conflicts. We will turn failure into success for a better life. We will achieve effective learning with introducing new methods. Students, teachers and parents will learn and work together in the implementation of the project and in the various programs.

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

PIC	940541877
Full legal name (National Language)	
Full legal name (Latin characters)	Gyomroi Weores Sandor Altalanos Iskola es Alapfoku Muveszeti Iskola
Acronym	
National ID (if applicable)	032498
Department (if applicable)	
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Post Code	2230
CEDEX	
City	Gyömrő
Website	www.weoresiskola.hu
Email	
Telephone 1	+3629333005
Fax	+3629330135

**D.1.1. Profile**

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

**D.1.2. Background and Experience**

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

The Gyömrői Weöres Sándor Általános és Alapfokú Művészeti Iskola (Weores Sandor Elementary School and Art School of Gyomro) is situated in Pest County, 30 kms from Budapest at the foot of Gödöllő hills in Gyömrő with spectacular natural environment. Our school has 737 students in 32 classes from the ages of 6 to 14. The number of students with special needs and disadvantages is up to the 13% of the total number, and unfortunately it has a steadily rising tendency. The number of students at the art school is over 200, where folk dance and musical instruments are being taught. In our institution students can take optional subjects, such as



environment protection, Maths for the talented, mother tongue development, learning methodology, Art, second foreign language (Italian, German, and English), ECDL-exam preparation, handball. Based on our capabilities, there is a claim for high quality teaching, preparation for the elite high schools of Budapest. Since most of the parents commute to the capital day by day, one of the tasks of the school is to provide wide range of free time activities. We also take part in the development of students with special needs and solving the problems of disadvantaged families, even involving doctors and nurses to support them.

Our school is the biggest one in the city with three sites, and average facilities. Regarding the conditioning of the processes, there is a difficulty of creating a unified profile, climate, and flow of information, because of the disconnectedness of school sites. In our institution there are 54 teachers, 50 of them are females. Regarding human resources there is a lot of creative and developing sources in our staff. There are teachers who are interested in hiking, dancing, environment protection, acting, coaching, art, music, mental wellness, and these also help the diversity of our school life. In the methodology toolbox of our teachers we can find both the traditional and the newer (project work, cooperative) techniques. Constant workshops, inner trainings, the well-built system of measuring and evaluation guarantee the basics for the continuous development. The operation of this system is based on the PDCA cycles.

In the beginning of each school year based on the skill tests, student monitoring, reports of the educational consultants we map the fields need developed. We plan our work taking into account this information to integrate students with different cultural and social backgrounds.

We initiate innovative steps in order to develop talented students, closing the gap for struggling students, involving European values, integrating good international practices. For an effective, renewing work we operate a talent development program, our school is a Talent Point, and also we have been an eco school since 2009. We have participated in several projects, such as HEFOP, TÁMOP 3.1.4., TÁMOP 3.4.3., 3.1.7, partnership with the National Museum, Öveges-project, Comenius and Erasmus+.

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

The motto of our school's pedagogy program is the following: "The human life is a road" – We lead our students on this road of development and we go along with them, too.

We consider as a highlighted field of development to strengthen the feeling of being part of school life, since school helps students, leads them giving strong basis for their future independent life similarly to their families.

We would like our students to have the European citizen's competencies. We help them with learning, developing competencies, focusing on problem solving thinking. Both looking for the artistic forms of self-expression and highlighted development of talent are claimed by our modern life. We help the talented students, and we also provide personal help for the students legging behind.

We teach our students to show respect in the cooperation of students, teachers and parents.

In our transnational project work we would like to develop our good practices, renew and answer the requirements of the changing needs of our era. As a result of 4 successful Comenius projects and an ongoing Erasmus+ project we have had partnerships with more than 10 foreign institutions, and we have thrived with 4 partner schools, and we also have personal friendships with our foreign colleagues.

We have formed and helped the free time habits of students. We have provided them with a wide range of free time possibilities at school to avoid truntry, to develop them and give opportunity to be with their mates. We have also involved parents, grandparents and civil organizations. We were cooking, taking photos, and went on trips together. We have created school plays, cooking days, Craft workshops at our school and town. We have introduced cultural and language diversity to the lives of schools and nations.

We were getting children ready for life and higher education when they were introduced marketing, economical and financial skills. Everybody worked hard on the edition and distribution of our school publications, such as art calendar, cookery book, invitations and a photo album. We introduced our results and project products in the wider community. Several opportunities for gratification were provided after competitions and activities for the hard working students. Our highlighted aim was to involve and help the disadvantaged ones, and students who leg behind.

The institution structure was renewed in order to overcome problems and lead a healthy and happy life. Involving all levels of the education system from kindergarten to high school in six institutions of four countries we focused on organization, developing structures, cooperation, and friendships. We have prepared memory cards to keep our traditions, we were telling stories of our good deeds, we participated in kinesiology and life style counseling, we were working in our garden both locally and internationally. We have learned each other's good practices.

Right now the renewal of our school continues with the opportunities of the ongoing Erasmus+ project. Our aim is to take children and families outside, into the nature. We have created a one-kilometer walking route in our city where we had a walking competition and where we can observe the flora and fauna of the neighborhoods. We measure and continuously increase the number of trips to the nature, helping to lead a healthier life. Teachers are the key figures in innovation, their motivation, resolution and self-devoted work, desire for self-development is outstanding in the initiative process.

The well-working, active staff of the implemented international and local projects and programs also motivates students, parents



and helping civil organizations for cooperation and hard work. Good practices and new ideas were implemented to increase effectiveness.

Our institution will not stop, it goes on with its renewing work, since everything changes, and we have to answer new requirements. The project work stimulates school life, brings fun and acknowledgement, and we can become better, more modern and well-respected.

The current social and international situation and researches give difficult tasks for schools. Our long-term goals justify the expansion of local cooperation to international cooperation. We have to teach how to meet the values of the European Union, such as altruism, open-mindedness, social sensibility, acceptance of other cultures. Initiation of inclusive and accepting education and developing critical thinking can help students to identify propaganda, and to make ways in life. Overcoming the geographical, social and educational inequalities, creating equal opportunities, ending discrimination, tolerating migrants and diversity should be carried out by creating dialogues between the key figures of education. It is important for teachers to have chances for self development in order to handle children with diverse background and stand up against discrimination, intolerance and racism.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-RO01-K201-002411	GPP NR.6 Bistrita
Lifelong Learning Programme	2013	013-1-HU1-COM06-10237 4	Weöres Sándor Általános Iskola és Alapfokú Művészeti Iskola

### D.1.3. Legal Representative

Title

Mrs

Gender

Female

First Name

Mária

Family Name

Spaitsné Rónaszéki

Department

Education

Position

headmaster

Email

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Telephone 1

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

### D.1.4. Contact Person

Title

Mrs

Gender

Female

First Name

Eszter



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Telephone 1	+36703170033

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

**D.2. Partner Organisation**

PIC	947687576
Full legal name (National Language)	Scoala Gimnaziala Ion Agarbiceanu Alba Iulia
Full legal name (Latin characters)	Scoala Gimnaziala Ion Agarbiceanu Alba Iulia
Acronym	
National ID (if applicable)	12633715
Department (if applicable)	
Address	Vasile Goldis 14A/10A
Country	Romania
P.O. Box	
Post Code	510213
CEDEX	
City	Alba Iulia
Website	www.sciagarbiceanuab.ro
Email	
Telephone 1	+40258821875
Fax	+40258821875

**D.2.1. Profile**

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

**D.2.2. Background and Experience**

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

School « Ion Agarbiceanu » Alba Iulia is a relatively new institution, it was built and opened 40 years ago, on the 1st of September 1972, as a compulsory state education institution. The school is situated in the town of Alba Iulia (the main town/the capital of Alba county, a historic town with approximately 620000 inhabitants), in the good neighbourhood called « Cetate », or The fortress. At present the school has 678 students from pre-primary education to lower secondary (0-8th grades), aged between 6-15 years old. There is only one shift in our school. (between 8 AM-2 PM). Most of our students belong to low and average income families. Some of their parents work in the European Union countries, in order to help their families. Almost on third of the students have some kind of difficulties. The number of students with poor background is about 90, 18





students are with special educational needs, so they have adapted curriculum, and 71 students' parents work abroad. From these some have difficulties in school, repeated years and so, but others are helped to pass with the help of all teachers. The school has 26 classrooms and some laboratories, a library, a big, well equipped gym with a very modern football pitch. There is also a surgery.

Our school is involved in several cultural and educational activities, having as partners the local institutions from Alba county but also from all around the country. The teachers succeeded to start and continue international projects from all areas, the most known being the Comenius project Fairy Garden-The Empire of Health, but also some online projects on educational platforms like Etwinning. It also had a successful collaboration with a Malaysian group- a visit in our school, attendance to classes and workshops, in an international seminar, as partners of the local university.

We also have a website where you can find more information on our school.  
<http://www.sciagarbiceanuab.ro/>.

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

Our school is involved in different activities at local, national and international level. Most of the projects are national or local, but our school managed to take part in international projects too.

1. Comenius project -Fairy Garden 2013-2015 (1.Weöres Sándor Általános Iskola és Alapfokú Zeneművészeti és Táncművészeti Intézmény-HUNGARY-Gyömrő 2.Gyömrő Város Önkormányzat Bóbita Óvoda-HUNGARY-Gyömrő 3.Gradinita Cu Program Prelungit Nr.6 Bistrita-ROMANIA-Beszterce 5.Hatay/Dörtöl Anadolu Sağlık Meslek Lisesi- Turkey-Hatay 6."Maria Vittoria" Kindergarten School-Italy-Lanciano).
2. Romanian Ministry of Education and Pearson London-Teacher Education and Leadership Academy. Instructing teachers to use modern technology in class (attendee, English teacher Anca Belascu, Integrating Technology in English Language Instruction- London (2013)
3. Let's Do It Romania (2011-2013)-volunteering international project. Initiated by Estonia and adopted by Romania too.
4. The Green Day of Eco Schools (2013)- an ecology project started by The World Education Foundation in the project The World Eco-Schools in collaboration with the Romanian Ministry of Education.
5. FreD Goes Net (2012), European Monitoring Centre for Drugs and Drug addiction-early interventions for young drug users.
6. Youth Tobacco Survey (2013)- International study concerning the use of tobacco in schools. Centers for Disease Control and Prevention., World Health Organization Europe.
7. Junior Achievement Romania- (2012-2014)-learning by doing, my community. It is a part of the global organization Junior Achievement Worldwide in collaboration with the European Commission-Entreprise and Industry and other international organizations.
8. E-twinning Projects (2014-2016), online projects, My Town, Fairy World, Christmas Cards etc.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+, KA2	2014	2014-1-ES01-KA201-004324	GPP NR.6 Bistrita
Lifelong Learning Programme	2013	013-1-HU1-COM06-10237 4	School Ion Agarbiceanu Alba Iulia

### D.2.3. Legal Representative

Title

Mr

Gender

Male



First Name	Nicolae
Family Name	Andron
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Position	Headmaster
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Telephone 1	0040258821875

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

**D.2.4. Contact Person**

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

**D.3. Partner Organisation**

PIC	922041552
Full legal name (National Language)	
Full legal name (Latin characters)	DORTYOL ATATURK ANADOLU LISESI
Acronym	
National ID (if applicable)	972847
Department (if applicable)	
Address	NUMUNE EVLER MAHALLESİ KOCA YUSUF CADDESİ 38.NOLU SOKAK
Country	Turkey
P.O. Box	
Post Code	31600
CEDEX	
City	HATAY
Website	www.daal.meb.k12.tr
Email	
Telephone 1	+903267123566
Fax	+903267131890

**D.3.1. Profile**

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

**D.3.2. Background and Experience**

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

Dörtüol Atatürk Anadolu Lisesi is a high school that has three main study branches: English, social studies and science. We have 616 students aged 14-18. Our school is situated at the southern part of coastal area of Turkey. We are trying to improve our school education. The school has laboratories of chemistry, physics and language. The pedagogical staff is highly qualified in the field of science and ICT. Students get general education and after passing graduation exam they go on studying at universities. Most students come from middle class or poorer families. The school is situated in the town surrounded by different agricultural institutions: orange farms and food production companies. However, we are also surrounded by Iron-Steel factories.



In cooperation with these institutions and with different environmental and economical issues, the school is known as a leader education manners based on foreign language, science and history. The current project would give the idea of the necessity of foreign language once more. The school is open to European values, and its main goal is to help disadvantaged students, to prevent drop-out from school, and help children at risk.

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

The Organization has experience in European projects and participated Comenius. The English teachers has experience in projects in their previous schools Grundtvig-Leonardo-Comenius-Erasmus+. Teachers also participated in national projects. "Let's Meet, Let's Talk, let's Compromise" TR2009/0136.01-02/068. Last finished project Comenius Contract No 2012-1-EE1-COM06-03596 1 "Learning about air pollution"

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

No

### D.3.3. Legal Representative

Title	Mr
Gender	Male
First Name	M. Atrf
Family Name	ARSLAN
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Position	Headmaster
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If the address is different from the one of the organisation, please tick this box

### D.3.4. Contact Person

Title	Mr
Gender	Male
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Family Name	CENGİZ
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Position	Teacher
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Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

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

Form hash code: 5146A03CA0C35CD1

EN

This form has been submitted on: 2017-03-27 21:46:33. Status: OK (1408278).



D.4. Partner Organisation

PIC	945655620
Full legal name (National Language)	
Full legal name (Latin characters)	Szkoła Podstawowa im. Jana Pawła II w Dąbrowie nad Czarną
Acronym	
National ID (if applicable)	001139349
Department (if applicable)	
Address	Dąbrowa nad Czarną 60
Country	Poland
P.O. Box	
Post Code	26-337
CEDEX	
City	Aleksandrów
Website	www.spdabrowa.pl
Email	
Telephone 1	+48447569008
Fax	+48447569008

D.4.1. Profile

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

D.4.2. Background and Experience

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

Our school is a small village primary school with 120 pupils and 11 teachers. The village is far from big cities, most families are farmers with low income. The importance of education is still underestimated and cooperation with parents is sometimes difficult. The home conditions often affect pupils' learning process. A considerable number of pupils receive benefits from MOPS (Municipal Social Help Center) and make use of teaching help such as compensatory classes. Moreover, as there are no cultural centers in the village, the school is the only place which can offer after school activities. Our school is modern and well-equipped, so it has good conditions to give an opportunity to spend an extracurricular time in an interesting and creative way.

By joining the Erasmus Plus Program we would like to help students to understand different cultures and become more open and



tolerant to diversity of other nations. We would like to encourage our pupils to use a foreign language and develop crosscurricular skills. This would be also a great chance for students to discover and develop their talents. Taking part in the project would improve teachers' cooperation as a group and should also affect the cooperation with parents and local community. We also believe that it will help in promoting our school, strengthening its position, thus creating a greater interest of the local community.

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

In recent years, our school has participated in several educational projects, both national, and international. Their diversity has allowed teachers to gain experience in the implementation of projects at their every stage. Depending on the type of activities undertaken, teachers formed project teams, so that they improved planning and cooperation skills. The result is a permanent team of teachers who take actions to improve the quality of school work, both through vocational training and making educational initiatives. To fully participate in the project, teachers have started learning English (also abroad), they also took part in a computer course on e-learning. The experience gained will be used in the implementation of this project.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
"Modernizacja oddziałów przedszkolnych z terenu Gminy Aleksandrów"	2014	POKL.09.0101-10-008/13	Gmina Aleksandrów
Multimedialna szkoła - E-Nauczanie	2014	WND-POKL.09.04.00-10-045/1	O.K. Centrum Języków Obcych - Lublin
Równy start w przyszłość dzieci z Gminy Aleksandrów"	2013	POKL.09.01.02-10-062/12	Gmina Aleksandrów
"Akademia 45+"	2013	WND-POKL.08.01.01-10-312/11	Centrum Usług Językowych Albion - Rybnik
LLP Comenius "Getting wet in the same rain, getting warm in the same sun"	2013	2011-1-TR-COM06-23988 3	Szkoła Podstawowa im. Jana Pawła II w Dąbrowie nad Czarną

#### D.4.3. Legal Representative

Title	Mr
Gender	Male
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If the address is different from the one of the organisation, please tick this box

**D.4.4. Contact Person**

Title	Mrs
Gender	Female
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Family Name	Rosińska
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If the address is different from the one of the organisation, please tick this box





D.5. Partner Organisation

PIC	922698727
Full legal name (National Language)	
Full legal name (Latin characters)	DIMOTIKO SCHOLEIO AGIAS MARINAS KA
Acronym	
National ID (if applicable)	
Department (if applicable)	
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Country	Cyprus
P.O. Box	
Post Code	2059
CEDEX	
City	Nicosia
Website	<a href="http://dim-ag-marina-ka-lef.schools.ac.cy/">http://dim-ag-marina-ka-lef.schools.ac.cy/</a>
Email	
Telephone 1	+35722422830
Fax	+35722422970

D.5.1. Profile

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

D.5.2. Background and Experience

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

Agia Marina Elementary School is a state elementary school that consists of the first three grades of the public primary education system. The school population amounts to a total of 105 pupils.

The school is very well equipped with technological facilities. As of this year, we have installed interactive boards in all classes which most of the teachers have been trained to and do indeed use quite efficiently during classes. There were also projectors, some of which have been found obsolete and steps have been taken to remove and exchange them with new ones. There is a computer's lab, a Music room and last year a classroom was converted into an Art workshop, although an Art room already exists but it is currently used by the higher grade cycle. Last but not least, there is a large multipurpose hall with gymnastics facilities and a stage



for theater.

Our Ministry of Education chooses every year 3 general goals, based on the needs of the whole educational system, in order to give more emphasis to current hot areas or topics. In previous and current year, the main educational emphasis of the Ministry of Education, has been on the achievement of better academic results in all educational levels. Therefore each school has to select a specific goal, on the basis of its needs and by the realization of which the academic standards of each school are expected to be improved.

In our school the specific goal we have selected is about advancing children's language skills, both orally and in writing. Thus we are developing an action plan in order to help children to cultivate descriptive language in the first place.

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

Transforming our school to a school of success is a central point of our vision. Therefore we are designing and implementing several actions and activities to pursue this goal. Specifically, on the top of our priorities is to advance children's language skills, both orally and in writing. Thus we are developing an action plan in order to help children to cultivate descriptive language in the first place. An innovative program named The creative and happy recess time has been fully implemented in the new academic year and since last year a large number of pupils have been encouraged through school subjects such as Health Education, Religious Education and Art, to participate in The Young Volunteers program that takes place after school hours and is organised by young adult volunteers in the temporary Art Workshop thus promoting the pupil's social interaction.

In the past, the school itself participated as an associate partner, in a Comenius Regio program for 2 years, but many of the educators currently employed in our school are already experienced in several Life Long Programs after having taken part in them during their previous schools postings (According to the Cypriot Ministry of Education rules, primary school educators change posts after serving a maximum of six years in the same school).

We have developed and implementing an environmental policy, which emphasizes the topics of recycling, waste management and the preservation of nature, since our school is the only primary school, that is situated next to the largest river of Cyprus (which is an ephemeral stream).

Dr. Chrystalleni Lazarou is an educator and primary school headmistress. She is a holder of BSc, MSc and PhD degrees. She has worked as a Special Scientist with teaching duties at the European University (Health Education and Nutrition) and at the Technological University of Cyprus.

Having ten years of experience in research projects administration and nine years of experience in educational administration, she has participated as a principal investigator or coordinator in five nationally funded projects, the proposals of which were written by her. She has coordinated a school Comenius project (for Cyprus) on Healthy Eating & Lifestyle and a School Erasmus KA1.

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

No

**D.5.3. Legal Representative**

Title	Dr
Gender	Female
First Name	Chrystalleni
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Department	
Position	Headmaster
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Telephone 1	+35722422830

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



D.5.4. Contact Person

Title	Dr
Gender	Female
First Name	Chrystalleni
Family Name	Lazarou
Department	
Position	Headmaster
Email	agiamarinaka@gmail.com
Telephone 1	+35722422830

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

**D.6. Partner Organisation**

PIC	939792746
Full legal name (National Language)	
Full legal name (Latin characters)	ISTITUTO COMPRENSIVO STATALE N. 1 LANCIANO
Acronym	
National ID (if applicable)	not applicable
Department (if applicable)	
Address	Via Marconi, 1
Country	Italy
P.O. Box	
Post Code	66034
CEDEX	
City	Lanciano
Website	comprensivo1lanciano.gov.it
Email	
Telephone 1	+393381355541
Fax	+390872728364

**D.6.1. Profile**

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

**D.6.2. Background and Experience**

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

Our school "Istituto comprensivo n. 1 Lanciano" is made up of three different orders:

- 1) pre-school "Maria Vittoria" (from 3 to 5 years);
- 2) primary school "Eroi ottobrini" (from 6 to 10 years);
- 3) middle school "G. Mazzini" (from 11 to 13 years).

The total number of the students is 1107, while the teachers are 113.

The core subjects at primary and middle schools are: Italian, Maths, History, Geography, foreign languages (English in the three



schools, a second language too - Spanish, German, French- in the middle school), Music, Art, Physical Education, Citizenship and Information and Technology.

In the middle school students can learn to play several different musical instruments: the piano, the guitar, the clarinet and the flute.

There is a school choir as well.

Sports are played during school hours, with extra-practice after school, in preparation for competitions. Sports include: swimming, volleyball and athletics.

Our schools are characterised by a lot of projects, too: for the environment, legality, integration and cross-culture, school plays, Comenius and Erasmus.

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

The most important problem of our institute is integration. In the last few years a lot of immigrants from different parts of the world have arrived at our schools, but this found us unprepared. First of all the lack of cultural intermediators and the lack of money to organise courses to learn our mother tongue.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-RO01-K201-002411	ISTITUTO COMPRENSIVO 1 LANCIANO
Lifelong Learning Programme	2013	2013-1-HU1-COM06-10237-6	GPP NR.6 Bistrita

### D.6.3. Legal Representative

Title

Mrs

Gender

Female

First Name

Mirella

Family Name

Spinelli

Department

Instruction

Position

Headmaster

Email

chic840006@istruzione.it

Telephone 1

087245284

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

### D.6.4. Contact Person

Title

Mrs



Gender	Female
First Name	GELTRUDE
Family Name	BENVENUTO
Department	Instruction
Position	TEACHER
Email	geltrude.benvenuto@libero.it
Telephone 1	3392503500

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



**E. Description of the Project**

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

The main role of school is to teach how to study, rouse thirst for knowledge, make children know the joy of completed work, taste the excitement of creating something, learn to love what they are doing, and find the job they will love. – Albert Szent-Györgyi , the scientist, the academic, the inventor of vitamin C wrote this.

We would like to create the School of Success during the two years of the project. The acronym of our project is S. O. S., since these days with suppressed emotions we continuously desire for little success in our everyday life. The best scene for this can be school life.

The core idea of our project has been developed several years ago. Since then we have been searching for, following the national and international statistic data, the possible answers and the educational actions taken in this field with our international partners. The increasing dropout rate and the increasing number of people without a profession have become an important issue, since it has an important effect on people’s life and on the economic status of a country. Both at international and national levels innovative, generative programs and actions have been called for from primary to vocational training and higher education. In several countries institutions apply shadowing systems and dropout data to help early intervention.

In our country in the modification of the Act on Public Education in 2015 a new concept of children at risk has been developed. New actions were taken in education:

- the monitoring system of KIR helps to carry out prompt prevention
- identifying and helping students with special needs with disadvantaged backgrounds
- the dropout rate is meant to decrease by implementing the Public Educational Bridge Program

We have identified the major issues and problems of the current education system:

- Failure in learning, drop out from school: We can experience the difficulties and failure at school day by day. Lessons are not adequate places to handle complex problems. Teachers, students are overwhelmed and under-motivated.
- Family background, drawback: The main role of the families for creating cohesion has weakened, students seek for social communities. There are several mosaic, one-parent families, whose children cannot fit in and have difficulties.
- Due to exclusion, stigmatization, failure in everyday life-style and difficulties in socialization these students tend to drop out of school or become under-motivated. They are left alone without counseling and problem solving strategies. They desire for success and a better life, but they cannot find their way.

Our common strategic goals in the project:

- To develop the teacher-student relationship, to help effective learning and to motivate
- To educate teachers to implement experiential teaching to teach more effectively.
- To decrease disadvantages, to develop nurturing system
- To develop the indicators of the dropout rates, to develop individual planning and to provide help in learning
- To help orientation in choosing profession, coaching for work
- To educate responsible citizens, and to carry out intercultural education
- To strengthen school marketing, to involve parents, and to develop institutional culture

We intend to carry out the exchange of the time-tested methods with our international partners recommended by the European Unity.

During the two years of the project several programs, international action plans, campaigns will be organized and developed. The tested international good practices will be applied and other methods and experiences will be exchanged. Students, teachers and parents will be involved in carrying out the project, organizing the success days and in the process of renewal.

Through the transnational meetings we will coordinate the exchange and sharing of methodology ideas. This way we will be able to get to a higher level of knowledge sharing the international experiences.

‘Education is not the filling of a pail, but the lighting of a fire.’ /William Butler Yeats/

We also want to light fire and break down walls – to find the key to the students. We want them to be able to change and to turn failure into success.

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

Our institution has carried out outstanding innovative project work in the last ten years.

We have developed our knowledge from the local and international projects. We participated in TÁMOP, HEFOP, Öveges Project, and we have gained the titles of Interational Talent Point and Eco-School. Our international projects (Comenius, Erasmus+) have been enriched and helped our institution for 10 years.

Building on our results we are planning this project to develop our institution.



The goal of this innovative project is to use the latest, up-to-date methods and techniques according to the needs of our era. We will implement the new good practices by adding the international experiences. We will share our knowledge locally with the teachers as well as with the students, parents and international partner schools.

Here is a short list of our good practices we will offer, use, implement and enrich with the international experiences:

- We will carry out measurements and questionnaires by using [www.testline.hu](http://www.testline.hu) international test generator and evaluator program
- To increase the effectiveness of learning, these tests will be introduced on lessons, in after school activities, a two-day course will be organized for the teachers in this topic. Effective learning methods will be introduced by expert lecturers, and self-understanding training will complement it. [/www.karrierkod .hu/](http://www.karrierkod.hu/)
- The preferred communicational scene among the young in Europe is the Internet and mobiles. Violence, discrimination, intolerance and abuse take place online and these have followers in our real world as well. With the use of the T.A.B.B.Y. program (Threat Assessment of Bullying Behaviour) we will provide help for children with handling emotions and problems involving parents. [/www.hun.tabby.eu /](http://www.hun.tabby.eu/)

With the cooperation of Italy and Cyprus, sharing our experiences we will use these methods locally and at an international level. This program involves how to use social media and the internet, computer games, including safety issues as well. We would like our students to be able to help each other, handle conflicts and use their energy for a common goal.

- We will use the document of Creating Group Norms to Prevent and Refuse School Bullying – Practical Ideas to Prevent Bullying. This document will be applied for the students aged 9-11. Students will learn about it in 6 Form Classes and Ethics. It will also be introduced to parents. <http://iskon.hu>
- The conflicts of abuse, being an eyewitness or a victim will be handled by dramatic interactions. The program provides help for children aged from 9 to solve or prevent conflicts in bullying, on the net, and to develop tolerance. It contains a game and a parent handbook. <http://www.kivaprogram.net/>

Dramatic tools will be involved. Real stories will be introduced and clarified with dramatic tools. A Clown Theatre will be invited for students aged 6-10 with their special programs. [/www.nyitottkor.hu/](http://www.nyitottkor.hu/)

- In profession orientation students will be introduced to the tools needed for modern professions and enterprises: planning logo, blogging, creating web pages, using creative ideas and ICT. [www.sikermarketing. hu](http://www.sikermarketing.hu)
- We would like to prevent dropping out. An institutional alarming and intervention system will be introduced-a webpage in four languages –to show good practices how to handle these cases. <http://oktataskepzes.tka.hu/hu/crocoos>

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

We were in a lucky situation to choose our project partners. For more than 10 years we have worked together with the schools from Italy, Turkey and the Romania. We are familiar with their everyday problems; we got to know their difficulties, the outstanding parts of their education. We have been working on achieving our goals. We are happy for our old partners, who would join us with unbroken enthusiasm. This way the good cooperation, a highly motivated team, positive and friendly atmosphere is guaranteed. These three countries are especially beneficiary for us, since they have several advantages gained from their positions. The secondary school of Dörtyol, Turkey has 616 students from the age of 14 to 18 (373 girls and 243 boys). After the leaving exams the best ones go on to universities and colleges.

According to their school risk analysis form, one of the main problems is the over-crowded family environment (families with more than 5 members), involving 59 students. In Turkey, according to the statistics, 74,5% of children have been victims or have seen violence. Regarding socio-cultural background, at least one of the parents is illiterate in the families of 23 girls and 11 boys. There are 10 students whose parents are divorced and 13 students, whose father or mother died.

They are trying to raise the quality of education with a well-trained staff, but it is not easy, since most of their students are from middle class or poorer families. The school is in an extremely difficult situation because of its diversity in the field of ethnicity, economy and migration. In the institution there is a big difference among students, they are of different religious, cultural and social backgrounds. They need tolerance, understanding and new ways to handle conflicts.

The partner institution situated in Lanciano, Italy, is a good example of the different levels of the education system building on each other. Kindergarten, primary school and secondary school with special professional emphasis can be found in one single institution. It is a good example for the force lies in the family life to keep people together, to teach children for tolerance in the field of religion and ethnicity against discrimination.

The Romanian Ion Agarbiceanu in Alba Iulia is a relatively new school in the historic center of the city, It has 655 students from pre-primary education to lower secondary (0-8th grades). Most of our students belong to low and average income families. Some of their parents work in the European Union countries, in order to help their families.

The number of students is 678,almost one third of them have some kind of difficulties. The number of students with poor





background is about 90, 18 students are with special educational needs, so they have adapted curriculum, and 71 students' parents work abroad. From these some have difficulties in school, repeated years and so, but others are helped to pass with the help of all teachers.

They have professional experience in handling diversity, in overcoming geographical, social and educational disparity, and in cooperation with different ethnicities. They also work for tolerance and against racism.

On different partner search pages we have found three other partners who liked our project description and introduction portfolio. We introduced the topic of our project, the background of our school, our experiences, and our previous international project work. They were willing to join us, learn with us, adapt good practices, develop their institutions, and spread the dimensions of being European.

Our new partner from Poland has a small village school with 120 students and 11 teachers. Most of the students are from low income farmer families. The importance of education is still underestimated and cooperation with parents is sometimes difficult. The home conditions often affect pupils' learning process. A considerable number of pupils receive benefits from MOPS (Municipal Social Help Center) and make use of teaching help such as compensatory classes. Moreover, as there are no cultural centers in the village, the school is the only place which can offer after school activities. The school has done several projects.

Agia Marina Elementary School in Cyprus is a state elementary school that consists of the first three grades of the public primary education system, with 105 students. The school is very well equipped with technological facilities; there are interactive boards in each classroom. The Ministry of Education chooses every year 3 general goals, in order to give more emphasis to current hot areas or topics. Each school has to select a specific goal and make an action plan. Their specific goal is to advance children's language skills, organize creative free time activities, craft workshops, and improve their social skills.

We have collected data, shared our ideas, divided the workload in proportion based on the conditions, facilities and advantages of the schools.

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

Our international partners have similar problems. We have invited the institutions from our previous partnerships to work together, and we have accepted new schools as well. These partner schools can help, provide with good practices, work for a common goal based on their international status, traditions, life styles, firm educational systems, dominant governmental influence on education to improve our educational outcomes.

Schools will work in their own institutions on the local projects, they will continuously summarize their results, introducing them on transnational meetings, evaluate the experiences and share their knowledge.

On intensive courses teachers will learn about the new effective methods, try them out at school and involve them in school life during the two years of the project.

In our project plan the work distribution, responsibilities are based on the facilities and advantages of our partner schools, we try to carry out even workload.

1 Hungary-After creating the work plan, it will prepare the time outline and the economic plans. It will distribute the plans. It will coordinate and organize activities, shadow the plans, and keep contact with the partners. It will help to carry out the implementation of the project, collect information on the common digital web place. It will provide the partners with the colorful methodology ideas. It will be responsible for the implementation of the planned activities on local and international level. It will handle documentation.

2 Cyprus- It will get emerged in the programs of TABBY and KIVA, carrying out lectures on the methods and implement the activities. It will introduce ideas how to use the programs at school and outside of it. It will publish an album and in digital form the best works of the art competition. The works for the Collection of People and Emotions will be produced during the project work and it will be exhibited on the final closing day of the Success Festival. It will demonstrate the power in relationships and togetherness, and it will introduce the people having main roles in the project.

3- Poland-it will do measuring and evaluation. It will evaluate pretesting of wellbeing, create questionnaires, evaluating tests of project terms, and do statistics, give advice for corrections. It will create an evaluating booklet containing all the questionnaires and tests used during the evaluation process.

4- Italy-It will edit an international calendar entitled Nice Professions from the works of the local photo competitions.

5-Romania-It will collect the effective learning methods in a booklet, with contact information, descriptions, and experiences in different languages. It will include material of the self-understanding training, the tests and the sample europass CV-s.

6-Turkey -It will help with providing information through newsletters, blogs, operating the common international webpage.

What are the most relevant topics addressed by your project?

Early School Leaving / combating failure in education



Quality Improvement Institutions and/or methods (incl. school development)

International cooperation, international relations, development cooperation

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

Future is going to be like the school of present! –Albert Szent-Györgyi , the researcher wrote this.  
 It is very important what kind of guides can the school deliver to the next generations.  
 -During the two years of the project the cooperation will develop among students, teachers and parents.  
 -Innovation, looking for new ways, quality development will take place in the school activities. New methods will be implemented in the everyday school life, booklets and collections will be published.  
 -Effectiveness, expedience will develop in learning and teaching. Teachers will learn and update their knowledge, exchange their tested methods. Students will get ideas to learn effectively, and parents will be provided with good practices, and support to help their struggling children.  
 -More time will be spent together with the lagging behind children as well with the talented ones to help them.  
 - Project works, competitions will be created to enrich school life, to motivate and to provide opportunity to show talent. (Art and photo competition, self-understanding training, ICT workshops)  
 -Human relationships will change - we will get closer to each other on the programs and tolerance, fairness and acceptance will develop.  
 - Motivation will appear in our everyday life- the thought of trying, changing, and using effective learning methods and ideas.  
 - Students will get to know the skills for gaining professions; they will create europass CV-s. On the day of professions students will meet the representatives of several professions and enterprises. Students will get closer to the world of work, and new relationships will be built with employers.  
 -The base of nurturing is guidance!-András Berkesi, the author wrote this. It is important that our teachers shape the course for students and parents.  
 The international project is a great opportunity to develop a wide range of competencies together.  
 The fame of school will grow as a result of the local activities and the international project.  
 We would like to keep the partner cooperation both at local and at international level in friendships, exchange programs, and visits.  
 We will maintain our results, the measurements, booklets, using and improving them. We are planning to share experiences and help each other in the future as well.  
 We will continue the cooperation in order to prevent dropping out, exclusion, disadvantages and to help the socialization of our students.  
 We will experience the importance of learning foreign languages on the transnational meetings. Language learning will be emphasized.  
 The basics of citizenship, democracy and parliamentary life will be involved in school life. We will use the students' ideas to enrich and develop our everyday life.

**E.1. Participants**

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

For lifelong learning and working it is very important to emphasize for children that learning can take place not only at school in the classroom from teachers. They can learn from their peers, parents, and from their community. During the two years of our project students, teachers and supporting parents will have a main role.  
 Our partners in education will be involved through lectures, competitions and exhibitions.  
 Organizations from the local society, companies, and employers will be invited to carry out activities more effectively.  
 1. The project will be introduced to school management, teachers and students – on school assembly, teacher meeting and teacher-parent meeting.  
 2. Students and parents will be informed about the two year work plan of the project, its advantages and points where they can join.  
 3. On a panel discussion with the town management the local community and the town representatives will be informed about the project, and we will contact the local civic organizations as well.  
 We would like to make our partners interested in our project work by introducing them our motivation action plan.  
 How can student become more successful?



- They can participate in programs where they can acquire new methods and techniques.  
 - They can help in organizing the three Days of Success, special lessons and out of school activities.  
 - On the Days of Success, they can fill in their own success coupon and enter for the success reward presented at the end of the second year. On these questionnaires they can write about their assets and setbacks of their lives, possible resolutions and the advantages of the different stages of the project.  
 We will invite applications to the award of successful teacher and successful parent. The award will be presented to the one who becomes nominated, participated on the programs and filled in questionnaires.  
 The award is only a tool for challenging and motivating. The real success and its award is inside of us and it enriches our life.  
 We will form the teacher project management team based on volunteering and calling upon.  
 - The principal of school will be responsible for the project  
 - The project coordinator will coordinate and organize activities.  
 - The person responsible for communication will keep in touch at local and international level, sharing information  
 - The person responsible for financial matters will prepare documents, systematize and prepare budget plan and will help its implementation  
 - The person responsible for measurement and evaluation will plan, make preparations, prepare thematic questionnaires, and evaluate the input measurements as well as measurements of each stage.  
 The ideal project member will be the one who:  
 -is interested in the project topic and would like to help in its implementation  
 - owns the required knowledge and competencies for the task  
 - is able to work in team and think in a creative way.  
 - seizes his/her own skills, can understand a different point of view and can communicate well  
 We would like to educate our students to be responsible citizens, and forming Student Parliament is a great opportunity for this.  
 The National Student Parliament was opened by Tibor Navracsics, the European Commissioner for Education in 2017. He said that democracy is about those people who live in it. They should show active participation, and we should not allow destroying community. Democracy depends on the quality of its citizens.  
 We would like to involve students into decision making. They can support us with their ideas and organization work.  
 Erasmus Student Parliament:  
 Students can volunteer or get nominated for the task. Each class will decide on one Erasmus MP and a deputy. Students can recommend, then vote for the MPs. MPs can be those who:  
 -would like to make changes, develop their results  
 -provide a good example with their active role in planning and organizing.  
 -are able or would like to have an effect on others, involve their peers in the activities  
 -are willing to spend their free time on work for the community and the project work.  
 School can be effective only if parent take an active role as well and support school life. The School Council, the Parent Committee will be continuously informed about the project events. They will be asked to participate and help our work.  
 Anybody can participate in our project. Teachers and students will meet the project on lessons, after school activities, and events. On the three days of success, trainings, parents can also learn with their children. They will get to know effective methods, meet apps on the internet. On the transnational meetings exhibitions and in the newsletters they can get to know the international partner's everyday life, their problems, and solutions.

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

Yes

How many participants would fall into this category?

100

Which types of situations are these participants facing?

Educational difficulties

Social obstacles



Economic obstacles

How will you support these participants so that they will fully engage in the planned activities?

Everybody is talented in something. Talent can be revealed depending on the circumstances, and that is why it is so important to help education and social integration. With the different activities of this project the school offers a program where the harmonic presence of student-parent-teacher is possible. The common experiences make the disadvantaged students successful, and their prospects will improve. This is the basis of our goal, so they will be able to get on in life and live their everyday life without failing. Common pleasant experiences make disadvantaged students feel successful, increasing their opportunities. This is the base of their ability to cope in life and being able to get by without the feeling of failure.

'Sometimes from pebbles seem grey shines through the precious stone' –said Dr Endre Czeizel, doctor, geneticist.

Changes, development can be more outstanding in their cases.

On lessons they receive personal support, in the after school activities they can find solution for their problems through the project activities. Through the success coupons we can get closer to them, we can involve them better, and we will be more familiar with their backgrounds and motives.

We will make recommendations for the form teachers. It would be great to have a great number of disadvantaged students in the Erasmus Student Parliament, involving them in organization tasks, competitions, and digital tasks.

They will get a chance to win the Award of Success:

- since they can show their own ideas, present their hobbies
- they can win with their active participation and developing their results.

Approximately, how many persons not receiving a specific grant will benefit from or will be target of the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:

2000

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

- Students, teachers and parents of our school will continuously take part in the project work full of action and competitions.
- Family members and the local community will be provided with effective learning chances. The training about learning techniques, conflict resolution techniques, chance to practice foreign languages, developing ICT skills, will enrich our school life with watching films, and also theatre plays.
- Other local schools will be invited to our events, and they will receive our newsletters. Kindergarten, vocational school, high school will get to know the project work and the institution it is built on.

Other institutions, organizations will be involved to help us or to be our guests. With the support of the club of the retired, the local theatre, culture centre we will organize drama lessons, plays, watching films, make exhibitions.

- The school will be open to enterprises and companies to show the students nice professions and local opportunities.
- In the region we will provide with educational and cultural information, interested people will be invited.
- On methodology days we will introduce the effective good practices, organize conferences and we will go on with their development.



## F. Preparation

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

1. The accepted proposal will be presented to the school management, the teachers, the institution maintenance centre and the representatives of the town management. The two year project program and the partner towns will be introduced as well as the partner schools.
2. The students and parents will be informed about the topic of the project, its advantages and possible joining points on school meetings and parent meetings.
3. We will do the required administrative tasks, regarding signatures, documents and contracts. We will work out the way of keeping contact, reporting, and rules of financial matters with the institution maintenance centre. We will liaise with partners. We will work out the method of keeping contact.
4. We will prepare the work plan and the tasks of the first three months. The transnational training will be prepared, the participants will be chosen for the training abroad. The date of the first transnational meeting will be set with its tasks, and we will inform the partner institutions.  
We will get in touch with the local organizations helping our project implementation, trainers, and official invitations. Contracts will be created.
5. The project documentation plan will be prepared, and responsible colleagues will be appointed.  
The project coordinator will continuously report and hold meetings with the director of the institution, who is the responsible for the whole project. The management group of the project will handle work diary and minutes reflecting the performed work.  
The person responsible for communication will do administration, correspondence and local calls.  
The project plan will be incorporated in the school life, and schedule and timing will be implemented.  
Part of the work plan is the financial plan, quality assurance, continuous measuring and evaluating, managing changes and risk management carried out by the colleagues responsible for measuring and evaluation and the financial matters.
6. Dissemination plan will be prepared to report on the project work and present the outcomes both to the school members and to the community, at local and international level as well. We will edit a common project webpage coordinated by the Turkish school, and we will report on our project work on school web pages, in newsletters and blogs.



## G. Project Management and Implementation

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

The implementation of the project will be divided into three stages, adding three measurement-evaluation and correction statement points. The three stages involve the consecutive implementation of activities both at local and international levels.

1. Presenting the accepted proposal, administrative arrangements, getting into connection with the international partners.
2. Appointing the management teams – teacher management and student parliament
3. Detecting measurements –Climate tests will map the feelings in connection of school life.
4. Mobility- transnational educational training in Turkey with the participation of the groups of international teachers. Our goal is to get to know the new methods, good practices with invited lecturers, then testing and implementing the methods to increase effectiveness.
5. Topic day – Career Code at schools organized by the teacher management and Student Parliament, self-understanding training. My goals in my life – the criteria of writing resume – comparing Europass sample CV-s with own plans, helping profession orientation.
6. 1st Day of Success – special lessons and after school activities in the topic of effective training and self-understanding. Lecture, training, blog writing.  
1st success coupons -Using them to motivate and to present the personal objectives of changing. On arriving at school everybody will get their success coupon. They will fill in the questionnaire in the given topic. They will answer the questions about the effects of the project, and they will participate in the events. In the afternoon they will submit the coupon to vote for the success award.
7. Transnational meeting in Romania – Effective learning methods, the possible use of Career Code, adding international ideas.
8. Topic Days- campaign at school, getting to know Tabby and Kiva programs on ICT lessons
9. Transnational meeting in Cyprus – methodology experiences, effectiveness, problems
10. 2nd Day of Success –special lessons – Getting to know Tabby-Kiva-Croocos preventing programs. In the afternoon watching films, trying out digital games, talking about the experiences in circles.  
2nd success coupon – the outcomes of the digital helping programs, their availability, and benefits.
11. Transnational meeting in Poland – measuring, evaluating –questionnaires in the international program (getting ready for the local measuring).
12. Climate test at the end of the first year, situation analysis, looking at indexes for improvement
13. Project documentation, evaluating the first stage
14. Transnational meeting in Italy – the Day of Professions- introducing professions and careers
15. Topic Day – starting the photo competition on professions
16. 3rd Day of Success – Introducing professions at school, trying out them
17. Transnational meeting in Hungary – conference about coaching teachers, experiential teaching. Drama education (lectures of Nyitottkör)
18. Topic Day: questionnaires on profession orientation, drama lessons, introducing real events, clown performance for children aged 7-10.  
Starting an Art competition – making posters in the topic of human relationships and emotions.
19. Transnational meeting in Turkey – making blog, webpage, logo, creative works
20. Topic Day: Using ICT to create logo, webpage, (sikermarketing.hu), videos, using social media. Based on the success coupons, nominating students for the success award. Nomination for the success award for teachers and parents.
21. Closing ceremony of the Success Festival – spatial poster exhibition, presenting our products, results and booklets, success award ceremony.
22. 3rd Climate test, closing the project, evaluation, improvement indexes, statistics. Reporting on the project, documentation.

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

Diverse, varied methods will be applied in the implementation of the project to rouse motivation, increase efficiency and develop skills and competencies.

1. Introduction, lectures, talking will take place at the starting phase of the project and on the common events.
2. Drama, role-plays and digital games will help to get to meet conflicts and the way to resolute them.
3. In order to get to know the effective methods, we will explore and share the latest literature, and our project will be based on these findings.
4. Students will be urged to argue on the lessons, on the topic days and other events.
5. Interviews will be made with project partners, with invited guests, representatives of professions. Articles will be written, blogs





- and newsletters will be edited about the events.
6. By watching films and telling own stories, the methods of reminiscence and storytelling will be used.
  7. Photo competition will be organized to use photographing and digital techniques. The topics of the photos will reflect human relationships and emotions. At the spatial exhibition the effects and happy moments caught will be shown in an enlarged format.
  8. Brainstorming, group work will be applied on topic days.
  9. Several competitions will take place to keep up motivation for self-development.
  10. Student Parliament will measure participation and evaluate questionnaires.

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

The transnational meetings in the six countries will be organized with similar structure but with different content based on the chosen topic and tasks.

Besides travel, the meetings will take for 5 days. The goal of the meeting is to carry out the next own task given in the work plan. In the meetings the partners will take care of their own topic, introduce it and help with ideas how to implement it in the local activities and topic days. We will use the knowledge gained in transnational meetings, experts' guidance and the documents made at the meeting.

Day 1  
-Opening ceremony, introducing the own schools and towns in the presence of the students, teachers and representatives of the organizations and town management.

Day 2  
Project discussion, group work, sharing experiences with the participation of international guests and teachers.

Day 3  
Lecture- introducing the host partner's task, getting to know it in practice, getting ready for the next project phase.

Day 4  
School life- observing lessons, meeting students, common programs, talking about the project activities. In the afternoon meeting with parents and the town representatives.

Day 5  
Closing discussions, documentation, reports on the work planned. Farewell evening with the project partners.

The timing and distribution of the meetings:  
Transnational training in Turkey- October, 2017  
1st transnational meeting: Nov. 2017-Romania-introducing the effective teaching methods.  
-In order to improve efficiency, right hemisphere methods will be introduced. The Career Code webpage provides with ideas how to improve memory, and gives ideas. /www.karierrkod.hu/  
Self-understanding questionnaires will be introduced for teachers and students.  
The Romanian school will edit booklet based on the experiences of the two years. In a methodology booklet it will collect the results, contact information, descriptions, and experiences in five languages. The booklet will contain the material of the self-understanding training, the tests and the sample europass resumes.

2nd transnational meeting – February, 2018, Cyprus-Introducing the preventing and protecting programs of TABBY and KIVA giving methodology ideas and practical ideas for the partners. It will edit an album and prepare it in digital form as well from the best works of the Art and Photo competitions.  
The album entitled People, Emotions and Relationships will be formed as a result of the Art and Photo competitions. The works will be exhibited on each institution site at the closing ceremony of the Festival of Success.

3rd transnational meeting- May, 2018 Poland – measuring and evaluating. The techniques of preparing educational testing online / www.testline.hu/ will be introduced. Cyprus prepares Climate tests, evaluates test, prepares questionnaires and evaluations test of the project stages, does statistics, makes corrections.  
It makes a booklet of evaluation of the project containing the questionnaires and the tests used in the process.

4th transnational meeting – September, Italy - Introducing the preventing and protecting programs of TABBY and KIVA giving methodology ideas and practical ideas for the partners.  
On the meeting professions will be presented. Successful careers and films will be presented and used by other partners. It will also introduce the paths of education-vocational training-work-career. It will edit an international calendar entitled Wonderful Professions made of the partners' best pictures and works. The calendar will contain contact information of the enterprises in order to help students to find their ways.

5th transnational meeting-December 2019 Hungary  
Hungary will coordinate the project and organize activities. It will provide with a variety of methods and it is responsible for implementing the activities at local and international level.



On the meeting there will be a training with invited lecturers in the topic of coaching teachers, experimental learning with the participation of the teachers of the region. Drama lessons will be introduced to show how to handle conflicts. /nyitottkor.hu/ 6th Transnational meeting- March, 2019 Turkey- continuously will report on the project events using the common international project web page. Its topic is the use of ICT tools, making newsletters, blogs, operating the international web page. The tools to make our own profile will be introduced, how to make logo, and use creative ideas.

How will you communicate and cooperate with your partners?

The main goal of communication is to pass the information effectively through the inner and external channels of the communication system. The content of communication has to be relevant to the task, so the leader decides on the information needed to solve the problem effectively, and sends it to the recipient. The coordinator institution acts the part of the leader. In each institution a team of management is set up with four people. Its members are the project coordinator, the leader of the measurement-assessment process, the one responsible for dissemination, and the person responsible for the communication in the foreign language (it is possible to have local differences). The Erasmus Student Parliament will be formed. The MPs will be two members from each class. Cooperating with the teachers they will help with providing information to other students and parents. The coordinator will manage the local and international work, give information, organize, keep in touch with the partners, and consult with the school management and the national office. He/she will negotiate the tasks of the seven phases; organize the international work and meetings. The leader of the measurement-assessment will prepare surveys and document the monitoring, assessing and correction process. The person responsible for dissemination will keep in touch with the local community, the external organizations and partners. He/she will help the ICT activities of the project, broadcasting and promotion. He/she will work on the local webpage, newsletter, blog, photo album involving students, parents and teachers. The person responsible for the communication in English will get students prepared for correspondence, help the activities of the English language, get teachers ready for the meetings, and translate project documents. He /she will communicate with the foreign partners, and keep in touch with the external partners (educational organizations, local media, radio, TV, press, regional press). The teacher management team will do the inner coordination – it will organize Topic Days and Success Days based on the timing plan with the help of the supporting students and parents. The teacher teams of the different fields will be involved; the project activities will be integrated into the form classes and the relevant lessons. We will organize presentations, competitions, exhibitions, international project meetings involving students, parents, the school management and the municipality. We will hold a student campaign, parent meetings, and presentations in the town. We will use the local media to introduce interviews, films, hold conferences, presentations at the theatre of the culture centre to reach out for bigger publicity. In the ways for communication we will use the facilities of the school, the opportunities of Internet – e-mails, Skype- and the social media, such as Facebook, Twitter, and Viber. Using the info-communication tools, the partner countries will prepare virtual walks and conferences to get to know each other better.

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

In our risk management plan our main goal is to avoid:  
-delays by keeping time schedule  
-problems regarding our goals and results  
-financial problems  
Possible risks will be mapped and avoiding strategic plan will be worked out:  
1 In case the partners will not carry out tasks on time and with acceptable quality  
-if the participation is low, the number of helpers and applicants for the training will be low  
-if we do not get enough feedback  
To avoid these situations we will do changes and corrections on the original plan  
-we will try to reduce risks by taking actions  
-risk will be altered and corrected  
- a backup plan will be used in case of problems, such as partner drop out, any changes  
To handle project risks, it is important to omit the uncertain factors. This makes it possible to determine the people in charge, deadlines, and implementation of the activities precisely. There is always a chance to indicate problems and solutions with the mediation of the coordinator. It is also advisable to choose one or more moderators, whose assignment everybody accepts right at the beginning of the project. In case of a problem, in a conflict resolution process we have to document how the situation was solved as well as the involved people. It is advisable to make a 'catalogue of problems' during the project.  
In the planning phase it is useful to make an action plan in case of emergency situations. This can involve substitutions, alternatives





in case of changes in people, sites or steps of a process.

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

Based on the work of the school quality assurance, we will do constant monitoring, assessment to control school processes. We will use the data of our inner measurements, and the elements of the school's self-evaluation system. The school management and the deputy director do the quality assurance based on the plans of the institution every 2 and 4 years. We will add monitoring the project, evaluating the process, and measuring the execution of the goals of the project. With the collectively created steps of the work plan, the school management and the project management team will supervise, develop and evaluate the process of quality assurance. The project management team of the coordinator school will spread information at the international level, coordinate, evaluate in accord with the steps of the work plan. By using climate tests, questionnaires and Success Coupons, we plan to detect the current state of school life, the factors that balk students' achievement: the reasons of drop-out, the uncertain dwelling, low level of motivation for studying, behavioral problems, unemployment in family, lack of basic competencies, absence at school, learning difficulties, lack of cooperation and understanding. After each phase of the project the changes will be detected on the Days of Success, as well as the effectiveness of our methods. The duration of the project is of medium length (2 years), socially and geographically wide spread, that is why we will create an own electronic database to coordinate the project: one server with an own intranet will protect documentation and still make public all the studies, researches and evaluation that are important for the participants. There will be three check points to measure and assess the process. With the supervision of the teacher team, we will plan, organize and evaluate the local activities together with a group of students and the parent committee, and after that we will rise it to the international level of cooperation. The involved colleagues will fill in a introduction form with all the qualifications, work experience, evaluations, awards (a sample Europass resume). Besides, they will fill in a SWOT analysis at the beginning and at the check points, so at the end we will be able to see the colleagues' level of development after making comparing analysis, and this way we will be able to see if the project management has done good job. The SWOT analysis is usually used for organizations, but in this variation our teachers will analyze their own development and their changing feelings during the project based on their own admission. We will use questionnaires to measure and assess the opinions of students and parents, and the outcomes of the project. We will use different types of tests, for example drawings, feeling barometer, scales and other forms of self-evaluation to indicate development and their opinion.

How will you assess the success of your project?

We will create a questionnaire about the topic of the project, the problems of school failures for the involved partners. The survey will be repeated and will consider as an indicator of achievement if the number of the conflicts drops and the participants can turn their failures into success in 20%. Qualitative indicator of achievement is the active participation on the programs, the renewal of school life, and increasing motivation. A pleasant atmosphere and good cooperation between student-teachers and parents will be built by the help of the teachers. The basis of this cooperation is the trust, understanding, and it helps to achieve our objectives and also helps students to get enriched with the feel of success. Closing the two years we will prepare a collection of questionnaires including our outcomes, measurements, statistic tables, diagrams, and studies of the comparison of the data internationally. To measure success we will use surveys. We will continuously measure and evaluate:

- 1 quantitative-numbers, percents
  - the number of meetings
  - the number of involved participants on trainings, Topic Days, Days of Success
  - the number of submitted Success Coupons
  - the number of participants on the events, competitions, transnational meetings, conference
  - the number of visitors on the common project webpage and on the school webpage
  - producing project products, the flow of information (invitations, flyers, booklets, Calendar of Beautiful Professions, collection of the Successful School)
- 2 qualitative indicators to measure participation, exchange of experience, opinion, reception
  - appearance in media, visibility, observing in social media
  - joining organizations and social media platforms, conveying information and knowledge
  - building relationship with international partners, sharing information
  - indicating regional, national or European effects
  - shadowing, reception, outcomes – interviews and questionnaires regarding the participants' opinion

Qualitative measurement will be done based on the surveys used on the effectiveness of changes, on the adaptation of the project



in lessons, form classes and free time, as well as on personal development.

The time, method and participants will be chosen.

We consider success:

-the indicators of school atmosphere, effectiveness, positive emotions, success will develop at least by 20% (climate test)

-development in scholastic records by each term based on statistics

- the questionnaires will show at least 75% participation – reduction of the failure, conflicts, positive attitude and motivation

The project will be successful if the planned procedure will be completed; the schools will work, change and gain recognition.

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

E-twinning is the community of European schools for building relationship and cooperation. We continuously correspondent and do competitions with the Romanian, Turkish and Italian students.

By using computers and internet we intend to widen our methods to keep in touch or find other international friends. We might find partners for job shadowing or student exchange.



G.1. Learning/Teaching/Training Activities

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

Yes

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

In order to achieve our common strategic goals, to increase efficiency and to prepare the project, we plan a five-day transnational training in the second month of the project. Our goals are the following: - to organize an intensive training in an international environment with the contribution of expert teachers to increase efficiency - to get to know all the details of the good practices, methods and possibilities required to achieve our goals, and to reveal their possible uses -to prepare the adaption of the two-year project into school life, testing it in educational and international environment - to enrich our methodology kit with ideas gaining from international cooperation - to get to know international expert teachers, to educate the mentors and experts of the project, and to form their cooperation - to prepare sample documents, and to prepare measurement and evaluation plans Advantages: -It will take place on an international scene, not in the own school after work, teaching, besides family duties - It will involve expert teachers owning relevant competencies who will become helpers, leaders or mentors. - By gaining experience and trying them out, the adaption of the project will become more effective. -Our organizational tools will develop, so we will be able to save money, time and energy. - We will get instant, visible and usable outcome during the intensive training. -We will be enriched by tried out international content. - Teaching efficiency will improve, renewal and teacher motivation will improve, new relationships will be created, and teachers will gain more respect and acknowledgement. - International team work will result in more effective project work, common thinking and getting to know each other. - European thinking will be involved with work against intolerance, discrimination and failure. The site of the transnational training will be in Turkey. They happily volunteered, because the teaching staff is open to learning, international relationship and the number of teachers using ICT tools is very high. The Turkish school is well equipped with technical tools, it is up to the mark of the modern requirements. Smart board, projector and computers help teaching in each classroom. Each student and teacher is equipped by tablets and internet access.

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

Table with 2 columns: Activity No., Fields, Activity Type, Activity Description (including profile of participants per organisation). Row 1: C1, School Education, SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events, Organizing the intensive training: Each partner delegates a team member who is expert in a certain topic. days 1-3 The international team of 6 people will work on the topic and methods of a given topic, and they will pilot it: - in a short academic lecture the new method will be introduced by competent person in the topic - team-work - during the training all the possible fields will be introduced, tried out, tested, games and worksheets will be developed - own topic will be developed through discussions, debates, and adding own ideas day 4 On the fourth day each team will show their good practice on a plenary meeting for the other participants, indicating how they will be able to implement them in everyday school life. day 5



On the fifth day the participants will compile and discuss the documentation and their adaption.  
 They will prepare the common project documents –questionnaires, sample minutes, reports, and financial report charts.  
 The good practices will be demonstrated at school.  
 Closing the training the participants will watch the video they made together about the methods.  
 Topics – forming groups:  
 Team 1: increasing effectiveness in teaching /www.karrierekod.hu/, developing self-understanding, vocation orientation, life goals, sample Resume /europass/. Increasing teacher effectiveness.  
 Making questionnaires for students and teachers.  
 Team 2: organizing theatrical lessons, using drama pedagogy for conflict resolution, case study, talking circles  
 /www.nyitottkor.hu // iskon.opkm-dokumentumtar /  
 Making questionnaires in the topic for students.  
 Team 3: Let’s prevent drop out! – CroCooS program, forms of abuse, protection against exclusion, how to use social media, games for conflict and abuse resolution, prevention, parent guide by using internet programs /huntabby.eu / /www.kivaprogram .net/.  
 Making questionnaires for students to measure and elaborate the topic.  
 Team 4: Using internet, webpage, photo editing, blog, newsletter, using social media to propagandize at an international level, creativity, ideas how to use ICT tools and www.sekermarketing.hu.  
 Making questionnaires to map students’ knowledge and aims in the topic.  
 Team 5: Measuring the effectiveness of the project, using www.testline.hu program to make questionnaires, tests and statistics. This team will prepare the documents needed for the project: tables, charts, minutes, database of reports, and documents of professional and financial processes.

Country of Venue	Turkey
No. of Participants	25
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	5
Duration (months)	
Participating Organisations	Gyomroi Weores Sandor Altalanos Iskola es Alapfoku Muveszeti Iskola
	Scoala Gimnaziala Ion Agarbiceanu Alba Iulia
	DORTYOL ATATURK ANADOLU LISESI
	Szkola Podstawowa im. Jana Pawla II w Dabrowie nad Czarna
	DIMOTIKO SCHOLEIO AGIAS MARINAS KA
	ISTITUTO COMPRENSIVO STATALE N. 1 LANCIANO



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

The way of organizing transnational meeting: selection-preparation-coaching-safety

1 Selection

Choosing the participants based on application and calling upon

The school management, the project management will chose five colleagues for the methodology training based on the following points of view:

General conditions of the participant colleague:

They are aware of and shadow the causes of:

- drop-outs and failure
- the learning problems
- the extreme amount of absence
- behavior problems
- disadvantaged situations and they have a call for prevention and correction

They are innovative, their priorities is getting to know new methods, widening their knowledge with international partnership

They are open-minded, cooperative and tolerant.

They take responsibility in taking into new information, delivering it, and spreading it in their institution.

They are willing to travel abroad for training.

They are outstanding in at least one of the following professional terms:

- they can communicate in English or in another foreign language, ready to improve this knowledge
- or/and can use ICT, have adequate knowledge in digital teaching
- or/and they are outstanding in the nurturing role of the form teachers, in conflict management, and in drama pedagogy.
- or/and they are experts is Maths, Physics, measurement or evaluation

2 Preparation-Coaching- Safety

Preparing local mandate contract to accomplish educational activities, and travel contract

Before travel making preparation in foreign language, culture, law, taxing and project work

After mobility helping in the project work, delivering reporting, disseminating acquired knowledge.

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

Our goal is to use Europass certificate to recognize participants of the transnational training. The hosting country of Turkey will prepare the documents, and gives them to the participant validated.



**H. Follow-up**

**H.1. Impact**

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

The school is a special institution with social objectives; its task is to develop the students' knowledge, skills and competencies, conveying the national culture, traditions and norms. This way the schools serve as the base to keep up society. Analyzing the project objectives and their effects, we focus of the quality of life that can be learned. In spite of our everyday difficulties and problems, we should find their ways to find happiness and to become well-balanced, healthy and successful persons.

Impact on students:

- Students become demanding on the school environment, where they spend most of their time and host guests.
- Through the project activities students become motivated, active and creative.
- Schools become safe because students, teachers and parents coordinate, support each other, and work together on conflict resolution.
- Students will take active roles both on lessons and outside the classes, they will do creative work with editing newsletters and blog, and publishing them.
- Through funding students will get bigger and new opportunities on lessons and in free time activities.
- Through everyday success they students will keep up their curiosity and in studying, they will get closer to reach their goals of life.
- Students will have art experiences, getting a chance to show their talent, to achieve equal opportunity, helping them to reduce their disadvantage.
- Students' communication skills, presenting skills, manual skills, organizing skills will develop, as well as they will get a chance to use foreign languages on meetings.
- teamwork, decision making, problem solving and conflict resolution will develop in classes, after school events, and Erasmus Student Parliament campaign.

Impact on teachers:

- The teacher staff will be committed to common work; union and high level of organization will be developed in school processes.
- Participants on the transnational training will gain a wide range of methods, evaluation techniques and digital tools helped by expert teachers during the project.
- The effectiveness will increase in supporting lagging behind students, and in the work against drop outs.
- The school staff will become familiar with writing proposals, project implementation, getting resources for its needs.
- As a result of the project, teachers will become more motivated, they will strengthen their local and international relationships.
- Teachers will develop so will the institution knowledge base.
- Teachers will have better self-esteem, their own personality will develop, and their respect will be higher.
- The staff will be renewed; the teachers will be more motivated through success and positive relationships resulting in a more effective school at a national level.
- The management will become outstanding on the field of building relationships, applying different system structures and working in teams during the two years.

The short term results on the institution will bring positive atmosphere, satisfaction in everyday school life, through local activities, competitions and events.

The school environment will be well-organized; everybody will feel responsibility for the cleanness and decorations. Students and teachers will like their school. This will be indicated in the low school absence, changes in the indicators of drop-out rates and number of children at risk. Only few students and teachers will change school because the school will be effective, successful, modern and international.

The project will increase creativity, motivation, friendship, good-fellowship, understanding and acceptance. Teachers and students become competent in learning; they become partners and work together, using self-developing techniques.

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

During the project implementation the cooperation between the school and its partners will develop, and it will be characterized by consensus, communication, helping each other and good-fellowship.

The institution will become effective, giving ideas to choose secondary school, providing professions orientation by introducing professions with the participation of international partners.

The exhibitions in the town, the cooperation with organizations, enterprises and common events make the institution outstanding by conveying culture, helping the youth in the town and at a national level as well. In the region the institution will disseminate our project and its results in newspapers, television, so the institution will gain reputation.

Our international relationships will convey educating for life, modern European values, and the importance of learning foreign





languages.  
 The school becomes international through its international relationships, and continuous communication. Our plan is to go with keeping up international relationships after the project as well.  
 In the region the institution will disseminate our project and its results in newspapers, and we will prove that we have a place in Europe.  
 Our efficiency will be strengthened by involving into planning, carrying out, and dissemination the cultural organizations, companies and the parent committee.  
 The project will show a positive example for other institutions at the national level. It will highlight the importance of project work, courage, and willingness. It will help everybody to reach our goals of life in our everyday life.  
 During the implementation of the project the school will become recognized, and gain reputation.

How will you measure the previously mentioned impacts?

In the implementation phase of the project the respect, the happiness of being together, and the appreciation of the opportunity for development is evident and measurable.  
 We will measure the number of participants at the steps of the different project phases, because this indicates the usefulness of the project, how it was built in the school life and our everyday routine.  
 We will be able to detect effectiveness at the presentation in the town regarding participation and response. The international importance of the project can be seen in the news, local media, television, radio, and newspaper. We will follow and collect the broadcasting about the project for our collection of dissemination.  
 We will make interviews and introduce the participants.  
 To demonstrate changes we will use climate tests and statistics indicators created by our surveys.  
 The quantitative indicators will show the number of participants of the programs, and the changes ending in results.  
 The quantitative indicators:  
 - active participation at the Erasmus workshops  
 - participation at the programs  
 - participation at the competitions  
 - participation at the international meetings regarding students, parents and teachers  
 Our qualitative results will be based on the surveys: development of self-esteem, more effective learning, well-being, purposefulness, better planning of the future, more effective conflict resolution.  
 The plan of measuring effectiveness:  
 The time schedule of measurements:  
 Climate test 1-entrance  
 Climate test 2- at the end of the first year, fulfillment, reevaluation  
 Climate test 3- at the end of the second year summative qualitative measurement will be done for the whole project  
 -Methods used: Climate test questionnaire, Success coupons questionnaire – personal effects, Topic Days, interviews, tests, training, Europass resume, comparing analysis, statistics.  
 -The sample questionnaires will be created on the transnational meetings, so each project partner can use them, the data will be comparable and commensurable.  
 - The definition of the participants: student, teacher, management, other partners, school system, educational politics  
 - The new method/curriculum-the measurement of its effectiveness and outcomes, its adaptation into school life, and the efficiency of dissemination  
 - measuring learning, working processes in their fulfillment  
 -measuring the level of adaptation regarding institutional life, project products, and project results  
 At the closing of the project to measure effectiveness we will use the data from the beginning and they will be compared with the statistical data.  
 The main impacts of the project:  
 - the considerable involvement of parents and supporters, common work, interference, transfer of knowledge, good efficiency = successful student, parent and teacher  
 - a great amount of interesting events, access of the educational tools, adaptation of classroom and free time activities  
 - the changes in self-understanding, and in personality = being effective and not a loser= having carrier objectives= SUCCESSFUL SCHOOL

**H.2. Dissemination and Use of Projects' Results**

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



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

To plan dissemination is very important in order to be effective, and because of the future plans of the institution. We prepare a dissemination plan as part of our work plan. We will use the table found in the Annexes II in the Erasmus+ Project Management guidebook. Based on this table we will define and follow the objectives, the targeted groups, the activities, timing, communication channels and the type of broadcasting. We will help effectiveness by appointing responsible persons locally and internationally. We will plan expenses, results and levels of distribution. We will distribute news continuously about our activities in the forms of discussions, meetings, after school activities, bulletin board, school radio, flyers and on the lessons. Teachers will get information on teacher meetings, , methodology conferences and learning trainings. Parents will get information through open lectures, information days, parent meetings, discussions, leaflets, flyers, and newsletters. In the institution exhibitions, displays of project work, and information boards. Among project partners –based on the project plan with the help of persons responsible for communication – we will distribute information about the project through skype, reports, and on digital storage place. We will look for chance to disseminate through articles, and interviews in local newspapers and television channels. We will broadcast news in digital form on the international webpage as well.

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

For the effective operation of the institution in the future, and for presenting our good school, effective dissemination is inevitable. We would like to gain recognition, so our goal is to use creative and innovative ways to share our results, introduce the outstanding participants and our webpage. We will make short films, videos, photos, drawing and poster exhibition. We will take every chance to broadcast the project in advertisements, internet surfaces (e. g. google) Beyond the partnership in the town we will organize open exhibitions, put project work on display, organize theater performance, international days and closing Festival of Success. -In the region – news will be broadcast in newspapers of the county and region about good practices, methodology days, and open days at school. -At national level we would like to broadcast at national television and radio. Our news will be available in digital format as well. We will use the web, Facebook, Youtube and we will organize conferences to increase teaching effectiveness, and in the topic of experimental teaching. -At international level we would like to widen e-Twinning partnership, using social media to distribute information, maintain the contacts of the international partners. -For the training sector we will offer our tried out methodology collection booklet to use for training in other base schools. -For the workforce-market-companies we will provide information through brochures, and flyers. We will advertise professions, job possibilities. We will connect school with the world of work, bringing careers and life into school.

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

The director of the institution is responsible for the school. Dissemination, information about the institution will be spread with his or her approval both locally and at an international level. The school management and project management team will prepare dissemination plan together from the beginning to the end. Broadcasting will be carried out through continuous contact and correction of the plan, if needed. The director will coordinate dissemination with the project coordinator and person responsible for communication each month and at each stage. The project management team will do coordination, organization, implementation, checking, and correction both at national and international level based on the dissemination plan. The team will provide information for internal and external partners. The set-up of the project management team, the members' calling is a guarantee for the punctual, varied, creative form and content of the distributed information for the public. Based on the table in the Annex in the Erasmus+ Project Management guidebook we will point the responsible persons for the implementation and monitoring. Responsibilities: -The director of the institution is all-time responsible for the teachers, activities and tools of the school. -The project coordinator is entrusted by the director, who is responsible for the implementation of the project. She coordinates the





dissemination process at local and international level. On management meetings taken place once in every month, the disseminating document is accepted as well as the channel of distribution. He/She contacts and informs the cultural and educational leaders in the town and region.

- The teacher responsible for communication will write texts, newsletters, articles, flyers, invitations and distribute them for the international partners and for the public.
- The teacher responsible for measurement and evaluation, the ICT teacher – will edit and take care of the design using creative ideas and ICT tools, and distribute the material to students and the Student Parliament.
- The teacher responsible for financial matters will publish and multiply the material. He/She will use the budget of the project; look for supporters, and sponsors. He/She will inform the parents, organizations and companies.

We will use money from the project budget to prepare and publish documents.  
 We will involve partners and supporters to sponsor the cost of tools and publishing, in order to do effective broadcasting, common marketing and achieve success.

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

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

The main goal is to present our results and develop international school partnership, working networks and spread our good practices.  
 The ideas, good practices and methods gained during the two year of implementation of the project will be built in the school life, increasing the values of our institution.  
 The concrete, direct results of the project:

- such as pamphlets, questionnaires, methodology ideas, guide books, digital learning material
- the foreshown and tried out methods, processes, effective teaching forms

will be shared with other schools, spread on trainings, disseminated at regional and county level. The webpage operated by the school will be available for the public.  
 Our indirect results, experiences will be maintained by:

- keeping up relationships
- with European cooperation
- further teacher and student exchange programs

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

### H.3. Sustainability

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

We would like to sustain most of the results of the two-year project, adopt them in school life and widely spread them, as well as with institutions at other levels of education.  
 We will build partnership with other institutions to sustain the results and make them useful for them as well in educational



programs, modules and online programs. We will ask mentors, service providers and other educational institutions for help to keep and develop the information and digital database we have gained and tested, such as [www.sikermarketing.hu](http://www.sikermarketing.hu), [www.karrierkod .hu](http://www.karrierkod.hu), [www.hun.tabby.eu](http://www.hun.tabby.eu), [www.tka.hu/crocoos](http://www.tka.hu/crocoos), <http://iskon.opkm-dokumentumtar>, [www.kivaprogram.net](http://www.kivaprogram.net), [www.nyitottkor.hu](http://www.nyitottkor.hu), [www.testline.hu](http://www.testline.hu).

We will attend the researches of the European Union to follow changes in order to advance the teachers' methodology culture.

We will apply our own measurements of the methodology collection, questionnaire collection, and follow the international researches to map the problems and school atmosphere.

We will use drawing and poster competition, talking circles, conflict management theatre to resolve problems and to look for strategies to cope with them.

We will fight against early drop-out; help disadvantaged students (including refugees, migrants) with competitions, programs, art competitions, and with special tasks to do.

We will invite the representatives of professions to introduce their job in practice; we will help students' profession orientation and career building by short films introducing interesting courses of life.

We will improve coordination between student-teacher-parent inside and outside school as well, and the community of the institution will develop this way through Topic Days, Days of Success, trainings and festivals.

We would like to keep up our international partnership and friendship, and help this relationship with correspondence of students between schools to improve their language acquisition. This way our institution stays international. The European spirituality can be found in our fight against intolerance, discrimination and failures.

We will help to educate the community of school with sharing effective learning techniques, setting life goals, forming the Erasmus Student Parliament.

We will go on with parent education. Spreading educational information will take place on trainings, competitions and surveys.

We will hold Erasmus Student Parliament meetings to help implementing the activities, to help organization, dissemination and communication.

This way we will go on with providing help for the staying behind and discriminated students.

We will organize the Festival of Success, introducing stories of success every year to demonstrate change, and to provide equal opportunities and opportunity for projection.



Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

**I. Budget**

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

**I.1. Project Management and Implementation**

PIC of Organisation	Role of Organisation	Name of the Organisation	Country of the Organisation
940541877	Applicant Organisation	Gyomroi Weores Sandor Altalanos Iskola es Alapfoku Muveszeti Iskola	Hungary
947687576	Partner Organisation	Scoala Gimnaziala Ion Agarbiceanu Alba Iulia	Romania
922041552	Partner Organisation	DORTYOL ATATURK ANADOLU LISESI	Turkey
945655620	Partner Organisation	Szkola Podstawowa im. Jana Pawla II w Dabrowie nad Czarna	Poland
922698727	Partner Organisation	DIMOTIKO SCHOLEIO AGIAS MARINAS KA	Cyprus
939792746	Partner Organisation	ISTITUTO COMPRENSIVO STATALE N. 1 LANCIANO	Italy
Total Grant Requested			42000.00

**I.2. Transnational Project Meetings**

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
940541877: Gyomroi Weores Sandor Altalanos Isk	Hungary	4	100 - 1999 km	575.00	2300.00
947687576: Scoala Gimnaziala Ion Agarbiceanu A	Romania	4	100 - 1999 km	575.00	2300.00
922041552: DORTYOL ATATURK ANADOLU LISESI	Turkey	4	100 - 1999 km	575.00	2300.00
945655620: Szkola Podstawowa im. Jana Pawla II	Poland	4	100 - 1999 km	575.00	2300.00
922698727: DIMOTIKO SCHOLEIO AGIAS MARINA	Cyprus	4	100 - 1999 km	575.00	2300.00
Total					13800.00

Form hash code: 5146A03CA0C35CD1

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Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
939792746: ISTITUTO COMPRENSIVO STATALE N.	Italy	4	100 - 1999 km	575.00	2300.00
Total					13800.00

### I.3. Learning/Teaching/Training Activities

#### I.3.1. Travel

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Top-up for "Expensive Domestic Travel Cost"	No. of Top-ups (including those granted to accompanying persons) for "Expensive Domestic Travel Cost"	Grant Requested
940541877: Gyomroi Weor	Hungary	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
947687576: Scoala Gimnaz	Romania	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
Total						25	Total	0	6875.00

Form hash code: 5146A03CA0C35CD1

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Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Top-up for "Expensive Domestic Travel Cost"	No. of Top-ups (including those granted to accompanying persons) for "Expensive Domestic Travel Cost"	Grant Requested
945655620: Szkola Podstav	Poland	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
922698727: DIMOTIKO SCH	Cyprus	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
939792746: ISTITUTO COM	Italy	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
Total						25	Total	0	6875.00

### I.3.2. Individual Support

#### Short-term Learning/Teaching/Training Activities

Total	25	25	Total	0	0	Total	12500.00
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This form has been submitted on: 2017-03-27 21:46:33. Status: OK (1408278).

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Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
940541877: Gyomroi W	Hungary	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
947687576: Scoala Gim	Romania	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
945655620: Szkola Pod	Poland	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
922698727: DIMOTIKO	Cyprus	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
939792746: ISTITUTO C	Italy	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
Total				25	25	Total	0	0	Total	12500.00

Form hash code: 5146A03CA0C35CD1

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Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

**I.3.3. Exceptional Costs (Overseas Countries and Territories Travel Costs)**

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

**I.4. Special Needs**

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

**I.5. Exceptional Costs**

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

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Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

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

Form hash code: 5146A03CA0C35CD1

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**J. Project Summary**

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

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

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

During the two years of the project, we would like to create the Schools of Success in our institutions. The acronym of the project is S.O.S., since in our era lacking emotions, we are constantly in need for the small successes of everyday life, taking place mainly at school.

Discrimination, the social-cultural background determines the quality of education and life. Lacking goals for life, failures in life style lead to drop out, students become unmotivated. They long for success, a better life, but they cannot find their way to get there. Our task with the seven international partners, involving approximately 3000 students, is to make changes! They have similar problems, too. They can help in this process based on their situation, traditions, life-styles, living standards, good educational system and dominant state impact.

We will share good practices; we will try them constantly measuring the results, and evaluate the data to increase effectiveness.

The activities will be grouped around the six transnational meetings, where every partner introduces its own project task on programs for the students, parents and the community of the town. We will map conflict situations by involving students, teachers and parents into the survey implemented by the measurement-assessment team. On the Topic Days and Days of Success we will fight against drop out with effective learning methods involving on-line learning as well. We will reassure self-esteem, so they will be able to choose the right profession for themselves and live a happy life by presenting interesting professions and successful careers. We will organize a Festival of Success, where personal stories of success will be shared, and Success Award will be presented based on nomination, entry and voting for successful students, teachers and parents.

All of our results will be presented to the community to make the project popular and traceable. As the result of the common work with our international partners, we will learn how to turn failure into success for a better life!



**J.1. Summary of participating organisations**

PIC of Organisation	Name of the Organisation	Country of the Organisation
940541877	Gyomroi Weores Sandor Altalanos Iskola es Alapfoku Muveszeti Iskola	Hungary
947687576	Scoala Gimnaziala Ion Agarbiceanu Alba Iulia	Romania
922041552	DORTYOL ATATURK ANADOLU LISESI	Turkey
945655620	Szkola Podstawowa im. Jana Pawla II w Dabrowie nad Czarna	Poland
922698727	DIMOTIKO SCHOLEIO AGIAS MARINAS KA	Cyprus
939792746	ISTITUTO COMPRENSIVO STATALE N. 1 LANCIANO	Italy
Total number of participating organisations		6



Erasmus+

Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA219 - Strategic Partnerships for Schools Only

Form Version: 4.04

J.2. Budget Summary

PIC of Organisation	Country of the Organisation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
			Travel	Individual Support	Linguistic Support	Exceptional Costs (Overseas Countries and Territories Travel Costs)			
940541877	Hungary	2300.00	1375.00	2500.00				6175.00	
947687576	Romania	2300.00	1375.00	2500.00				6175.00	
922041552	Turkey	2300.00						2300.00	
945655620	Poland	2300.00	1375.00	2500.00				6175.00	
922698727	Cyprus	2300.00	1375.00	2500.00				6175.00	
939792746	Italy	2300.00	1375.00	2500.00				6175.00	
Total		13800.00	6875.00	12500.00				33175.00	
Project Management and Implementation								42000.00	

J.2.1. Project Total Grant

Grant Calculated	75175.00
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Form hash code: 5146A03CA0C35CD1

This form has been submitted on: 2017-03-27 21:46:33. Status: OK (1408278).

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## K. Checklist

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

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



## L. Data Protection Notice

### PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if selected and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.
- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

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

[http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm)



**M. Declaration of Honour**

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

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

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- In the case of projects in the field of youth, the participants involved in the activities fall in the age limits defined by the Programme.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

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

OR

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

It provides learning opportunities and

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

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

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

The organisation I represent:

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

Acknowledge that:

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

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

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

Commit:



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

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

Place:	Date (dd-mm-yyyy):
Name of the applicant organisation:	
Name of legal representative:	
Signature:	
National ID number of the signing person (if requested by the National Agency):	
Stamp of the applicant organisation (if applicable):	







**O. Submission**

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

**O.1. Data Validation**

Validation of compulsory fields and rules

**O.2. Standard Submission Procedure**

Online submission (requires internet connection)

Submitted	YES
Submission ID	1408278
Submission date (Brussels, Belgium Time)	2017-03-27 21:46:33
Hash code	5146A03CA0C35CD1

**O.3. Alternative Submission Procedure**

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

**O.4. Submission Summary**

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

Number	Time	Form Hash Code	Submitted	Description
1	2017-03-27 21:38:35 (Local Time, GMT+02:00)	5146A03CA0C35CD1	Error	LOCAL-01: Adobe Reader security enabled. To allow the submission you must click the appropriate options in the yellow security warning bar at the top of the form.
2	2017-03-27 21:46:33 (Brussels, Belgium Time)	5146A03CA0C35CD1	YES	Your submission was successful. Submission ID: 1408278

Local Time cannot be considered authoritative and cannot be used for claiming that the form has been submitted in time.

**O.5. Form Printing**

Print the entire form