



## ERASMUS+ PROGRAMMAS<sup>1</sup> projekta FINANSĒJUMA LĪGUMS

### LĪGUMA NUMURS – 2017-1-TR01-KA219-046009\_6

**Valsts izglītības attīstības aģentūra** (turpmāk – **NA** (Nacionālā aģentūra)), nodokļu maksātāja reģistrācijas numurs 90001800413, adrese: Vaļņu iela 1, Rīga, Latvija, LV-1050, Eiropas Savienības Izglītības programmu departamenta direktors Dārtas Darbiņas personā, kura rīkojas saskaņā ar Valsts izglītības attīstības aģentūras 2017. gada 7. septembra rīkojumu Nr. 1.-30.2/146, Ministru kabineta 2012.gada 18.decembra noteikumiem Nr. 934 „Valsts izglītības attīstības aģentūras nolikums” un Eiropas Komisijas (turpmāk – Komisija) deleģējumu Nr.EAC-2017-0028,  
no vienas puses,

**un**

**Rīgas Pārdaugavas pamatskola**, izglītības iestādes reģistrācijas numurs: 3812900704, adrese: Kartupeļu iela 2, Rīga, LV-1058, PIC numurs 939718153, direktore Irēna Šinkarevas personā, kura rīkojas saskaņā ar nolikumu (turpmāk – **Saņēmējs**),

no otras puses,

abi kopā turpmāk saukti – **Puses**,

### IR VIENOJUŠĀS PAR

Īpašajiem noteikumiem ("Īpašie noteikumi") un šādiem Pielikumiem:

I pielikums	Vispārīgie noteikumi ("Vispārīgie noteikumi"), kas publicēti interneta vietnē <a href="http://www.viaa.gov.lv">www.viaa.gov.lv</a>
II pielikums	Projekta apraksts; Projekta budžets
III pielikums	Finanšu un Līguma noteikumi, kas publicēti interneta vietnē <a href="http://www.viaa.gov.lv">www.viaa.gov.lv</a>

<sup>1</sup> Saskaņā ar Eiropas Parlamenta un Padomes regulu (ES) Nr. 1288/2013 (2013.gada 11.decembris), ar ko izveido Savienības programmu izglītības, apmācības, jaunatnes un sporta jomā „Erasmus+” un atceļ Lēmumus Nr. 1719/2006/EK, Nr. 1720/2006/EK un Nr. 1298/2008/EK.

IV pielikums                      Attiecināmās likmes, kas publicētas interneta vietnē [www.viaa.gov.lv](http://www.viaa.gov.lv)

kas ir šī Līguma neatņemamas sastāvdaļas (turpmāk – **Līgums**).

Līguma Īpašajiem noteikumiem ir augstāks spēks nekā tā Pielikumiem.

Līguma I pielikuma "Vispārīgie noteikumi" noteikumiem ir augstāks spēks nekā Pielikumos noteiktajam.

Līguma III pielikuma noteikumiem ir augstāks spēks nekā citos Pielikumos, izņemot Līguma I pielikumā , noteiktajam.

Līguma II pielikuma daļai par Projekta budžetu ir augstāks spēks nekā daļai par Projekta aprakstu.

## ĪPAŠIE NOTEIKUMI

### I.1 LĪGUMA PRIEKŠMETS

**I.1.1** NA ir pieņēmusi lēmumu piešķirt finansējumu Erasmus+ programmas 2. pamatdarbības starpskolu stratēģiskās partnerības projektam **“Every student is special”** (turpmāk - **"Projekts"**) saskaņā ar noteikumiem un nosacījumiem, kas ietverti Īpašajos noteikumos, Vispārīgajos noteikumos un citos Līguma Pielikumos.

**I.1.2** Parakstot Līgumu, Saņēmējs piekrīt piešķirtajam Projekta finansējuma apmēram un apņemas īstenot Projektu saskaņā ar Līguma nosacījumiem, uzņemoties par to pilnu atbildību.

### I.2 LĪGUMA STĀŠANĀS SPĒKĀ UN ĪSTENOŠANAS PERIODS

**I.2.1** Līgums stājas spēkā pēc Pušu abpusējas Līguma parakstīšanas.

**I.2.2** Projekta ilgums **32** mēneši. Projekta sākuma datums **2017. gada 30. oktobris** un Projekta beigu datums **2020. gada 29. jūnijs**.

### I.3 FINANSĒJUMA MAKSIMĀLĀ SUMMA UN VEIDS

**I.3.1** Finansējuma maksimālā summa ir **EUR 26 075,00** (divdesmit seši tūkstoši septiņdesmit pieci euro, 00 centi).

**I.3.2** Finansējumu veido vienības izmaksas un faktiskās izmaksas saskaņā ar šādiem noteikumiem:

- (a) attiecināmās izmaksas, kas noteiktas Līguma III pielikumā;
- (b) Projekta budžets, kas noteikts Līguma II pielikumā;
- (c) finanšu nosacījumi, kas noteikti Līguma III pielikumā.

#### **I.3.3 Budžeta pārdale bez Līguma grozījumiem**

Neskarot Līguma II.13 punktu, maksimālās likmes katrai budžeta kategorijai, kas norādītas Līguma IV pielikumā un nodrošinot, ka Projekts tiek īstenots atbilstoši Līguma II pielikumā noteiktajam, Saņēmēji drīkst mainīt Līguma II pielikumā noteikto projekta budžetu, pārdalot finansējumu starp dažādām budžeta kategorijām, un šādas izmaiņas netiek uzskatītas par Līguma grozījumu Līguma II.13 punkta izpratnē ar nosacījumu, ka tiek ievēroti šādi noteikumi:

- (a) Saņēmējs drīkst pārdalīt līdz 20% (divdesmit procenti) no piešķirtā finansējuma katrai no šādām budžeta kategorijām: Projekta vadība un īstenošana, Starpvalstu Projekta sanāksmes, Mācīšanās/mācīšanas/mācību aktivitātes un Ārkārtas izmaksas uz citām budžeta kategorijām, izņemot budžeta kategorijas Projekta vadība un īstenošana un Ārkārtas izmaksas.

- (b) Maksimālā Projekta budžeta pārdale jebkurā Projekta budžeta kategorijā nedrīkst pārsniegt 20% (divdesmit procenti) palielinājumu no šai Projekta budžeta kategorijai piešķirtās finansējuma summas, kas noteikta Līguma II pielikumā.
- (c) Saņēmējs drīkst pārdalīt piešķirto finansējumu no jebkuras Projekta budžeta kategorijas uz Projekta budžeta kategoriju – Atbalsts īpašām vajadzībām, pat, ja Projekta budžeta kategorijā – Atbalsts īpašām vajadzībām – netika plānots finansējums saskaņā ar Līguma II pielikumu. Šādā gadījumā Projekta budžeta kategorijai – Atbalsts īpašām vajadzībām – nepiemēro maksimālo palielinājuma ierobežojumu 20% (divdesmit procenti).
- (d) Atkāpjoties no šā punkta a) apakšpunkta, Saņēmējiem ir atļauts pārdalīt līdzekļus, kas piešķirti jebkurai budžeta kategorijai, izņemot budžeta kategoriju Atbalsts īpašām vajadzībām, budžeta kategorijai Ārkārtas izmaksas, lai sniegtu ieguldījumu finansiālās garantijas izmaksu segšanai, ja to pieprasa NA I.4.2. punktā, un pat ja Ārkārtas izmaksām atbilstoši Līguma II pielikumā noteiktajam līdzekļi nav piešķirti. Šādā gadījumā nosacījums par 20% (divdesmit procenti) maksimālo palielinājumu budžeta kategorijā Ārkārtas izmaksas netiek piemērots.

## **I.4 ATSKAIŠU UN MAKSĀJUMU NOTEIKUMI**

Piemērojami šādi atskaišu un maksājumu noteikumi:

### **I.4.1 Veicamie maksājumi**

NA jāveic Saņēmējam šādi maksājumi:

- pirmais avansa maksājums;
- turpmāks (-i) avansa maksājums (-i), pamatojoties uz turpmāka avansa maksājuma pieprasījumu, kas norādīts Līguma I.4.3. punktā;
- viens noslēguma maksājums, pamatojoties uz noslēguma maksājuma pieprasījumu, kas norādīts Līguma I.4.4. punktā.

### **I.4.2 Pirmais avansa maksājums**

Avansa maksājuma mērķis ir nodrošināt Saņēmējam finanšu līdzekļu plūsmu Projekta īstenošanai. NA patur tiesības uz avansa maksājumu līdz noslēguma maksājuma veikšanai.

NA **30** (trīsdesmit) dienu laikā pēc Līguma stāšanās spēkā izmaksā Saņēmējam pirmo avansa maksājumu **EUR 10 430,00** (desmit tūkstoši četri simti trīsdesmit euro, 00 centi) apmērā, kas atbilst **40%** (četrdesmit procenti) no Līguma I.3.1. punktā noteiktās maksimālās finansējuma summas.



### **I.4.3 Starpatskaites un turpmākie avansa maksājumi**

Līdz **2018. gada 31. maijam** Saņēmējs iesniedz tehnisko atskaiti (*Progress report*) par Projekta īstenošanu periodā no Līguma I.2.2. punktā noteiktā Projekta īstenošanas sākuma līdz **2018.gada 30. aprīlim**.

Līdz **2018.gada 30. novembrim** Saņēmējs iesniedz progresa atskaiti (*Interim Report*) par Projekta īstenošanu, iekļaujot atskaitei periodu no Līguma I.2.2.punktā noteiktā Projekta īstenošanas sākuma līdz **2018.gada 31. oktobrim**.

Ja no progresa atskaitei izriet, ka Saņēmējs ir izlietojis vismaz **70%** (septiņdesmit procenti) no pirmā avansa maksājuma summas, progresa atskaite ir uzskatāma par nākamā avansa maksājuma pieprasījumu un tajā jānorāda pieprasītā summa, kas nepārsniedz **EUR 9 126,25** (deviņi tūkstoši viens simts divdesmit seši euro, 25 centi), kas atbilst **35%** (trīsdesmit pieci procenti) no Līguma I.3.1. punktā norādītās maksimālās summas.

Ja no progresa atskaitei izriet, ka Projekta izmaksu segšanai izlietots mazāk par **70%** (septiņdesmit procenti) no iepriekšējā avansa maksājuma:

Saņēmējs iesniedz nākamo progresa atskaiti pēc tam kad izlietoti vismaz **70%** (septiņdesmit procenti) no pirmā avansa maksājuma, kas uzskatāma par nākamā avansa maksājuma pieprasījumu un kurā jānorāda pieprasītā summa **EUR 9 126,25** (deviņi tūkstoši viens simts divdesmit seši euro, 25 centi), kas atbilst **35%** (trīsdesmit pieci procenti) no Līguma I.3.1. punktā norādītās maksimālās finansējuma summas.

Pēc tam, kad NA apstiprinājusi atskaiti, NA izmaksā Saņēmējam nākamo avansa maksājumu **60** (sešdesmit) kalendāro dienu laikā pēc progresa atskaitei saņemšanas, izņemot, ja tiek piemērots Līguma II.24.1. vai II.24.2. punkts.

### **I.4.4 Noslēguma atskaite un noslēguma maksājuma pieprasījums**

**40** (četrdesmit) kalendāro dienu laikā pēc Līguma I.2.2. punktā noteiktā Projekta beigu datuma Saņēmējam ir jāiesniedz noslēguma atskaite par Projekta īstenošanu, norādot informāciju par tām Projekta aktivitātēm, par kurām bijis atbildīgs Saņēmējs. Saņēmējam atskaitē jānorāda visa informācija, kas pamato pieprasīto summu vienības izmaksās, ja finansējums izmaksājams vienības izmaksās, vai faktiskajās attiecināmajās izmaksās saskaņā ar Līguma III pielikumu, kā arī īss apraksts par Saņēmēja dalību Projekta aktivitātēs.

Projekta koordinators jāaizpilda visaptveroša noslēguma atskaite par Projekta īstenošanu, tostarp aktivitātēm, ko veikušas partnerorganizācijas, kas piedalās Projektā, un jāievieto visi Projekta rezultāti Erasmus+ projektu rezultātu Izplatīšanas platformā, kā noteikts Līguma I.9.2. punktā. Saņēmējam jāsniedz koordinators visa nepieciešamā informācija, lai sagatavotu noslēguma atskaiti un augšupielādētu Projekta rezultātus.

Noslēguma atskaite uzskatāma par Saņēmēja pieprasījumu finansējuma noslēguma maksājumam. Noslēguma atskaitei iesniegšanu uzskata par pabeigtu pēc tam, kad iesniegtas visas partnerorganizāciju atskaitei.

Saņēmējam jāapliecina, ka noslējuma maksājuma pieprasījumā sniegtā informācija ir pilnīga, ticama un patiesa. Tam arī jāapliecina, ka radušās izmaksas var uzskatīt par attiecināmām saskaņā ar Līgumu un ka maksājuma pieprasījums ir pamatots ar atbilstošiem dokumentiem, ko var uzrādīt pārbaudēs vai revīzijās, kas norādītas Līguma II.27. punktā.

#### **I.4.5 Noslējuma maksājums**

Noslējuma maksājums paredzēts Projekta attiecināmo izmaksu, kas radušās Saņēmējam, īstenojot Projektu, atlikušās daļas atlīdzināšanai.

NA nosaka summu, kas izmaksājama kā noslējuma maksājums, atskaitot kopējo jau izmaksāto avansa summu no galīgās finansējuma summas, kas noteikta saskaņā ar Līguma II.25. punktu.

Ja iepriekš veikto maksājumu kopsumma pārsniedz galīgo finansējuma summu, kas noteikta saskaņā ar Līguma II.25. punktu, noslējuma maksājums ir atmaksas formā, kā noteikts Līguma II.26. punktā.

Ja iepriekš veikto maksājumu summa ir mazāka par galīgo finansējuma summu, kas noteikta saskaņā ar Līguma II.25. punktu, NA jāsamaksā noslējuma maksājums **60** (sešdesmit) kalendāro dienu laikā pēc tam, kad tā saņēmusi Līguma I.4.4. punktā noteiktos dokumentus, izņemot, ja tiek piemērots Līguma II.24.1. vai II.24.2. punkts.

Saskaņā ar līguma II.24.2 punktu Aģentūra var pagarināt noslējuma maksājuma termiņu, ja visas partnerorganizācijas nav iesniegušas savus ieguldījumus partnerības noslējuma atskaitei.

Maksājuma veikšanas priekšnosacījums ir noslējuma maksājuma pieprasījuma un pievienoto dokumentu apstiprināšana. Noslējuma atskaites apstiprināšana nenozīmē tajā ietverto apgalvojumu un informācijas atbilstības vai autentiskuma, pilnīguma un pareizības atzīšanu.

Attiecībā pret veicamo noslējuma maksājumu, NA bez Saņēmēja piekrišanas var veikt finansējuma ieturēšanu no veicamā maksājuma, ja Saņēmējs nav veicis cita finansējuma atmaksu NA, nepārsniedzot maksimālo finansējuma summu.

#### **I.4.6 Paziņojums par pienākošām summām**

NA jānosūta Saņēmējam oficiāls paziņojums:

- (a) informējot par pienākošos summu; un
- (b) norādot, vai paziņojums attiecas uz turpmāku avansa maksājumu vai noslējuma maksājumu.

**Attiecībā uz noslēguma maksājumu NA jānorāda arī finansējuma galīgā summa, kas noteikta saskaņā ar Līguma II.25. punktu.**

#### **I.4.7 Maksājumi Saņēmējam**

NA jāveic maksājumi Saņēmējam.

Maksājumi Saņēmējam nozīmē NA maksājumu veikšanas pienākuma izpildi.

#### **I.4.8 Maksājumu pieprasījumu un atskaišu valoda**

Visi maksājumu pieprasījumi un atskaides jāiesniedz **latviešu valodā**.

#### **I.4.9 Maksājumu pieprasījumu valūta un pārvēršana euro**

Maksājuma pieprasījums jā sagatavo *euro*.

Saņēmējam, kura vispārējie grāmatvedības uzskaites konti ir citā valūtā nevis *euro*, jākonvertē izmaksas, kas radušās citā valūtā, kas nav *euro*, atbilstoši vidējam dienas valūtas maiņas kursam, kas publicēts Eiropas Savienības Oficiālajā vēstnesī C sērijas izdevumā, un kas noteiktas attiecīgajam atskaites periodam (pieejams adresē

<http://www.ecb.europa.eu/stats/exchange/eurofxref/html/index.en.html>).

Ja Eiropas Savienības Oficiālajā vēstnesī nav publicēts valūtas konvertācijas kurss uz *euro* attiecīgajai valūtai, valūtas konvertācija jāveic atbilstoši vidējam mēneša grāmatvedības uzskaites kursam, ko noteikusi Komisija un kas publicēts tās tīmekļa vietnē ([http://ec.europa.eu/budget/contracts\\_grants/info\\_contracts/infoeuro/infoeuro\\_en.cfm](http://ec.europa.eu/budget/contracts_grants/info_contracts/infoeuro/infoeuro_en.cfm)), kas noteikts attiecīgajam atskaites periodam.

Saņēmējam ar grāmatvedības kontiem *euro* valūtā jākonvertē izmaksas, kas radušās citā valūtā, *euro* saskaņā ar parasto grāmatvedības uzskaites praksi.

#### **I.4.10 Maksājumu valūta**

NA jāveic maksājumi *euro*.

#### **I.4.11 Maksājuma datums**

NA veiktos maksājumus uzskata par izpildītiem datumā, kad tie tiek debetēti no tā konta, ja Latvijas Republikas normatīvie akti nenosaka citādi.

#### **I.4.12 Maksājumu pārskaitīšanas izmaksas**

Maksājumu pārskaitījumu izmaksas sedz šādi:

- (a) NA sedz pārskaitījuma izmaksas, ko iekasē NA banka;
- (b) Saņēmējs sedz pārskaitījuma izmaksas, ko iekasē Saņēmēja banka;
- (c) puse, kas izraisa pārskaitījuma atkārtošānu, sedz visas atkārtoto pārskaitījumu izmaksas.

#### **I.4.13 Procenti par kavētu maksājumu**

Ja NA nesamaksā maksājumu noteiktajā termiņā, Saņēmējam pienākas procenti par kavētu maksājumu. Maksājamie procenti tiek noteikti saskaņā ar Latvijas Republikas normatīvajos

aktos noteikto, kas attiecināmi uz Līgumu, vai NA noteikumiem. Ja šādu noteikumu nav, maksājamais procentus nosaka saskaņā ar likmi, ko piemēro Eiropas Centrālā banka savām galvenajām refinansēšanas operācijām eiro (Bankas noteiktā likme), plus trīs ar pusi punkti likmes daļa. Bankas noteiktā likme ir likme, kas ir spēkā mēneša pirmajā dienā, kurā beidzas maksājuma veikšanas termiņš, atbilstoši publikācijai *Eiropas Savienības Oficiālā vēstneša C sērijas izdevumā*.

Ja NA aptur maksājuma veikšanas termiņu atbilstoši Līguma II.24.2. punktā noteiktajam vai ja tā aptur faktiskos maksājumus atbilstoši Līguma II.24.1. punktā noteiktajam, šīs darbības nedrīkst uzskatīt par kavētu maksājumu gadījumiem.

Kavējuma procenti tiek aprēķināti par laikā neveiktu, kas sākas nākamajā dienā pēc maksājuma termiņa, līdz faktiski veiktajam maksājuma datumam, saskaņā ar Līguma I.4.11. punktā noteikto. NA neņem vērā iespējamais procentu maksājumus, nosakot finansējuma galīgo summu Līguma II.25. punkta izpratnē.

Kā izņēmums pirmajam apakšpunktam, ja aprēķinātie procenti ir mazāki par vai vienādi ar EUR 200,00 (divi simti *euro*, 00 centi), tie jāsamaksā Saņēmējam tikai tādā gadījumā, ja Saņēmējs to pieprasa divu mēnešu laikā pēc kavētā maksājuma saņemšanas.

## **I.5. BANKAS KONTS MAKSĀJUMIEM**

Visus maksājumus veic uz šādu Saņēmēja bankas kontu:

Bankas nosaukums: Valsts kase

Precīzs konta turētāja nosaukums: Rīgas domes Finanšu departaments

Konta turētāja reģistrācijas numurs: 90000064250

Konta turētāja nodokļu maksātāja numurs: LV90000064250

Pilns konta numurs (ieskaitot bankas kodus): LV70TREL9812000033000

SWIFT kods: TRELLV22

## **I.6. PAR DATU APSTRĀDI ATBILDĪGĀ PERSONA UN PUŠU KONTAKTINFORMĀCIJA**

### **I.6.1 Par datu apstrādi atbildīgā persona**

Par datu apstrādi atbildīgā struktūrvienība atbilstoši Līguma II.7. punktam ir NA.<sup>2</sup>

### **I.6.2 NA kontaktinformācija**

Jebkuru NA adresētu paziņojumu nosūta uz šādu adresi:

**Valsts izglītības attīstības aģentūra**

Valņu ielā 1, Rīgā, LV-1050

E-pasts: [info@viaa.gov.lv](mailto:info@viaa.gov.lv)

<sup>2</sup> Par datu apstrādi atbildīgā persona var būt Nacionālā aģentūra pati vai fiziska persona, kas norīkota uzņemties pienākumus atbilstoši noteiktajam valsts likumā, ar kuru transponē Direktīvu 95/46/EK, kas grozīta ar Regulu 1882/2003.

### **I.6.3 Saņēmēja kontaktinformācija**

Jebkuru paziņojumu Saņēmējam NA nosūta uz šādu adresi:

Irēna Šinkareva  
Direktore  
Rīgas Pārdaugavas pamatskola  
Kartupeļu iela 2, Rīga, LV-1058  
E-pasta adrese: [pdps@riga.lv](mailto:pdps@riga.lv)

### **I.7 DALĪBNIEKU AIZSARDZĪBA UN DROŠĪBA**

Saņēmējam ir jābūt ieviestām efektīvām procedūrām un pasākumiem, lai nodrošinātu Projekta dalībnieku drošību un aizsardzību.

Saņēmējam ir jānodrošina, lai ārvalstu mobilitātēs iesaistītajiem dalībniekiem tiek nodrošināta apdrošināšana.

### **I.8 PAPILDU NOTEIKUMI PAR REZULTĀTU IZMANTOŠANU (TOSTARP INTELEKTUĀLĀ UN RŪPnieciskā īpašuma tiesības)**

Papildus Līguma II.9.3. punkta noteikumiem, ja Saņēmējs Projekta darbības jomā izveido izglītojošus materiālus, šādiem materiāliem jānodrošina to pieejamība internetā bez maksas un ar atvērtām licencēm<sup>3</sup>.

### **I.9 IT RĪKU LIETOŠANA**

#### **I.9.1 Mobility Tool+**

Saņēmējam ir jāizmanto tiešsaistes platforma Mobility Tool+, lai reģistrētu visu informāciju saistībā ar Projekta ietvaros veiktajām aktivitātēm, un lai aizpildītu un iesniegtu progresa atskaiti, tehnisko atskaiti (ja pieejama Mobility Tool+ un gadījumos, kas norādīti Līguma I.4.3. punktā) un noslēguma atskaiti.

#### **I.9.2. Erasmus+ projektu rezultātu Izplatīšanas platforma**

Saņēmējam ir jāsniedz nepieciešamā informācija Projekta koordinātoram, kas ievada Projekta rezultātus Erasmus+ projektu rezultātu Izplatīšanas platformā (<http://ec.europa.eu/programmes/erasmus-plus/projects/>) saskaņā ar šeit noteiktajiem norādījumiem.

Noslēguma atskaites apstiprināšanas priekšnoteikums ir Projekta rezultātu ievadīšanas Erasmus+ projektu rezultātu Izplatīšanas platformā līdz atskaites iesniegšanas brīdim.]

<sup>3</sup> Atvērtā licence – veids, kā darba īpašnieks piešķir atļauju lietot resursu citiem. Licence ir piesaistīta katram resursam. Ir dažādas atvērtās licences atbilstoši piešķirtajām atļaujām vai uzliktajiem ierobežojumiem, un saņēmējam ir tiesības brīvi izvēlēties konkrēto licenci, ko piemērot viņu darbam. Atvērtajai licence jābūt piesaistītai katram radītajam resursam. Atvērtā licence nav autortiesību vai intelektuālā īpašuma tiesību nodošana.

## **I.10. PAPILDU NOTEIKUMI PAR APAKŠLĪGUMU SLĒGŠANU**

Nosakot šo kā atkāpi, Līguma II.11.1. punkta c) un d) apakšpunktā noteiktais netiek piemērots attiecībā uz citām budžeta kategorijām, izņemot Ārkārtas izmaksas.

## **I.11. PAPILDU NOTEIKUMS PAR SAVIENĪBAS FINANSĒJUMA REDZAMĪBU**

Saņēmējam jānorāda Erasmus+ programmā saņemtais finansējums visos paziņojumos un informatīvajos materiālos, izņemot, ja tiek piemērots Līguma II.8. punkts. Vadlīnijas Saņēmējam un citām trešajām personām ir pieejamas šādā adresē: [http://eacea.ec.europa.eu/about-eacea/visual-identity\\_en](http://eacea.ec.europa.eu/about-eacea/visual-identity_en)

## **I.12. ATBALSTS DALĪBNIEKIEM**

Ja Projekta īstenošanai nepieciešams atbalsts dalībniekiem, Saņēmēji sniedz šo atbalstu saskaņā ar nosacījumiem, kas noteikti Līguma II pielikumā un Līguma IV pielikumā (ja attiecināms). Saskaņā ar šiem nosacījumiem jānorāda vismaz šāda informācija:

- (a) finansiālā atbalsta maksimālā summa. Šī summa nedrīkst pārsniegt EUR 60 000 (sešdesmit tūkstoši *euro*, 00 centi) katram dalībniekam;
- (b) kritēriji precīza atbalsta apmēra noteikšanai;
- (c) aktivitātes, kurām dalībnieks var saņemt atbalstu saskaņā ar noteikto sarakstu;
- (d) personu vai personu kategoriju, kuras var saņemt atbalstu, definīcijas;
- (e) atbalsta piešķiršanas kritēriji.

Saskaņā ar Līguma II pielikumā noteiktajiem dokumentiem Saņēmējs:

- vai nu pārskaita finansiālo atbalstu budžeta kategorijas ceļa izdevumiem/individuālajam atbalstam pilnā apmērā starptautisko mācīšanās/ mācīšanas/ mācību aktivitāšu dalībniekiem, piemērojot Līguma IV pielikumā noteiktās izmaksu atbalsta likmes;
- vai sniedz atbalstu budžeta kategorijas ceļa izdevumiem/individuālajam atbalstam starptautisko mācīšanās/ mācīšanas/ mācību aktivitāšu dalībniekiem, nodrošinot nepieciešamos ceļa izdevumus/ uzturēšanos. Šādā gadījumā Saņēmējam jānodrošina, ka ceļa izdevumu, uzturēšanās un valodas apguves pakalpojumi atbilst nepieciešamajiem kvalitātes un drošības standartiem.

Saņēmēji drīkst izmantot abas iepriekšējā daļā noteiktās izvēles kombinētā veidā, ciktāl tās nodrošina taisnīgu un vienlīdzīgu attieksmi pret visiem dalībniekiem. Šādā gadījumā katrai izvēlei piemērojamie nosacījumi piemērojami budžeta kategorijām, kurām attiecīgā izvēle piemērota.

## **I.13. VECĀKU/AIZBILDŅU PIEKRIŠANA**

Saņēmējam nepilngadīgajiem Projekta dalībniekiem pirms viņu dalības jebkurā mobilitātes aktivitātē jāsaņem vecāku/aizbildņu piekrišana.

## **I.14. ĪPAŠAS ATKĀPES NO LĪGUMA I PIELIKUMA VIS PĀRĪGAJIEM NOTEIKUMIEM**

1. Šā Līguma izpratnē Līguma I pielikuma Vispārīgajos noteikumos termins "Komisija" tulkojams kā "NA", termins "darbība" tulkojams kā "projekts" un termins "vienības izmaksas" tulkojams kā "vienības ieguldījums", ja nav noteikts citādi.

Šā Līguma izpratnē Līguma I pielikuma Vispārīgajos noteikumos jēdziens "finanšu paziņojums" tulkojams kā "atskaites budžeta daļa", ja nav noteikts citādi.

Līguma II.4.1. punktā, II.8.2. punktā, II.20.3. punktā, II.27.1. punktā, II.27.3. punktā, II.27.4. punkta pirmajā rindkopā, II.27.8. punkta pirmajā rindkopā un II.27.9. punktā atsauce uz "Komisiju" tulkojama kā atsauce uz "NA un Komisiju".

Līguma II.12. punktā termins "finansiālais atbalsts" tulkojams kā "atbalsts" un termins "trešās personas" tulkojams kā "dalībnieki".

2. Šā Līguma izpratnē šeit norādītie Līguma I pielikuma Vispārīgo noteikumu punkti netiek piemēroti" II.2.d (ii) punkts, II.12.2. punkts, II.13.4.punkts, II.17.2.1 (h) punkts, II.18.3. punkts, II.19.2. punkts, II.19.3. punkts, II.20.3. punkts, II.21. punkts, II.25.3. sestās apakšrindkopas c) punkts, II.27.7. punkts.

Šā Līguma izpratnē termini "*saiistītās institūcijas*", "*starpmaksājums*", "fiksēta summa", "fiksēta likme" netiek piemēroti, kad tie minēti Vispārīgajos noteikumos.

3. Līguma II.7.1. punkts jāformulē šādi:

### **"II.7.1 Personas datu apstrāde, ko veic NA un Komisija**

Visus personas datus, kas iekļauti Līgumā, NA apstrādā saskaņā ar Latvijas Republikas normatīvajos aktos noteikto.

Visus personas datus, kas tiek glabāti uz IT rīkiem, ko nodrošina Eiropas Komisija, NA apstrādā saskaņā ar Regulu (EK) Nr. 45/2001<sup>4</sup>.

Šādi dati ir jāapstrādā par datu apstrādi atbildīgajai personai, kas norādīta Līguma I.6.1. punktā, tikai Līguma īstenošanas, pārvaldības un uzraudzības vajadzībām vai ES finansiālo interešu aizsardzībai, tostarp pārbaudēm revīzijām un izmeklēšanām saskaņā ar Līguma II.27. punktu, neskarot iespējamu nodošanu iestādēm, kam noteikti uzraudzības vai pārbaudes uzdevumi, piemērojot uz Līgumu attiecināmos valsts normatīvos aktus.

Saņēmējam ir tiesības piekļūt un labot savus personas datus. Šim nolūkam tiem ir jānosūta visi pieprasījumi par savu personas datu apstrādi par datu apstrādi atbildīgajai personai, kas norādīta Līguma I.6.1. punktā.

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<sup>4</sup> Eiropas Parlamenta un Padomes Regula (EK) Nr. 45/2001 (2000. gada 18. decembris) par fizisku personu aizsardzību attiecībā uz personas datu apstrādi Kopienas iestādēs un struktūrās un par šādu datu brīvu apriti.

Visi personas dati, kas iekļauti Līgumā, Komisijai jāapstrādā saskaņā ar Regulu (EK) Nr. 45/2001.

Saņēmējam ir tiesības jebkurā laikā vērsties pie Eiropas Datu aizsardzības uzrauga."

4. Līguma II.9.3. punktā virsraksts un pirmās rindkopas a) punkts jāformulē šādi:

**"II.9.3 NA un Savienības tiesības izmantot rezultātus un iepriekš pastāvējušās tiesības**

Saņēmējs piešķir NA un Savienībai šādas tiesības izmantot Projekta rezultātus:

(a) saviem mērķiem un īpaši darīt tos pieejamus personām, kas strādā NA, Savienības institūcijās, aģentūrās un iestādēs, dalībvalstu iestādēm, kā arī kopēt un pavairot tos pilnībā vai daļām un izgatavot neierobežotu skaitu kopiju."

Attiecībā uz šī punkta pārējo daļu atsaucies uz Savienība tulkojamas kā atsaucies uz NA un/vai Savienība.

5. Līguma II.10.1. punkta otrā rindkopa jāformulē šādi:

"Saņēmējam ir jānodrošina, lai NA, Komisija, Eiropas Revīzijas palāta un Eiropas Birojs krāpšanas apkarošanai (OLAF) var izmantot savas tiesības saskaņā ar Līguma II.27. punktu arī attiecībā pret Saņēmēja darbuizpildītājiem."

6. Līguma II.18. punkts jāformulē šādi:

**"II.18.1** Šim Līgumam piemēro Eiropas Savienības un Latvijas Republikas normatīvos aktus

**II.18.2** Visus strīdus, kas saistīti ar šā Līguma piemērošanu, NA un Saņēmēji risina sarunu ceļā saskaņā ar Latvijas Republikas normatīvajiem aktiem. Ja strīdu nevar atrisināt sarunu ceļā, visus savstarpējos strīdus NA un Saņēmēji risina Latvijas Republikas tiesā saskaņā ar Latvijas Republikas normatīvajiem aktiem."

7. Līguma II.19.1. punkts jāformulē šādi:

"Izmaksu attiecināmības nosacījumi ir noteikti Līguma III pielikuma I.1. un II.1. iedaļās."

8. Līguma II.20.1. punkts jāformulē šādi:

"Izmaksu un iemaksu deklarēšanas nosacījumi ir noteikti Līguma III pielikuma I.2. un II.2. iedaļās."

9. Līguma II.20.2. punkts jāformulē šādi:

"Nosacījumi attiecībā uz ierakstiem un citiem dokumentiem, kas pamato deklarētās izmaksas un iemaksas, ir noteikti Līguma III pielikuma I.2. un II.2. iedaļās."



10. Līguma II.22. punkta pirmā rindkopa jāformulē šādi:

"Saņēmējs drīkst mainīt Līguma II pielikumā noteikto Projekta budžetu, pārdalot finansējumu starp budžeta kategorijām, ja Projekts tiek īstenots atbilstoši Līguma II pielikumā noteiktajam. Šādu izmaiņu veikšanai nav nepieciešami Līguma grozījumi atbilstoši Līguma II.13. punktā noteiktajam, ja tiek izpildīti Līguma I.3.3. punktā noteiktie nosacījumi."

11. Līguma II.23.b) punkts jāformulē šādi:

"(b) vēl joprojām neiesniedz šādu pieprasījumu turpmāko 30 (trīsdesmit) kalendāro dienu laikā pēc tam, kad NA nosūtījusi rakstisku atgādinājumu."

11. Līguma II.24.1.3 punkta pirmā rindkopa jāformulē šādi:

"Maksājumu apturēšanas perioda laikā Saņēmējam nav tiesību iesniegt nekādus maksājumu pieprasījumus un attaisnojuma dokumentus, kas norādīti Līguma I.4.3. un I.4.4. punktā".

12. Līguma II.25.1. punkts jāformulē šādi:

**" II.25.1        1. solis — Kompensācijas likmes piemērošana attiecināmajām izmaksām un vienību iemaksu papildināšana**

Šis solis tiek attiecināts šādi:

- (a) Ja atbilstoši noteiktajam Līguma I.3.2(a) punktā finansējums ir attiecināmo izmaksu atlīdzināšanas formā, kompensācijas likme, kas noteikta Līguma III pielikuma II.2. iedaļā, tiek attiecināta uz Projekta attiecināmajām izmaksām, ko apstiprinājusi NA attiecīgajām izmaksu kategorijām un Saņēmējam;
- (b) Ja atbilstoši noteiktajam Līguma I.3.2.(b) punktā finansējums ir vienības iemaksu formā, vienības iemaksas, kas noteiktas Līguma IV pielikumā, tiek reizinātas ar faktisko vienību skaitu, ko apstiprinājusi NA Saņēmējam.

Ja Līguma I.3.2. punktā paredzēta finansējuma dažādo veidu kombinācija, iegūtas summas ir jāsaskaita."

13. Līguma II.25.4. punkta otrā rindkopa jāformulē šādi:

"Samazinājuma summa būs proporcionāla apmēram, kādā Projekts īstenots neatbilstoši, vai pārkāpuma smagumam, kā noteikts Līguma III pielikuma IV iedaļā."

14. Līguma II.26.2. punkta trešā rindkopa jāformulē šādi:

"Ja maksājums nav veikts līdz debeta rēķinā norādītajam datumam, NA atgūs pienākošos summu:

- (a) bez Saņēmēja iepriekšējas piekrišanas ieskaitot to attiecībā pret summām, kas pienākas Saņēmējam no NA ("ieskaits");

Ārkārtas apstākļos, lai aizsargātu Savienības finansiālās intereses, NA var veikt ieskaitu pirms termiņa datuma.

Pret šādu ieskaitu var ierosināt prasību kompetentā tiesā, kas noteikta Līguma II.18.2. punktā;

- (b) izmantojot finanšu garantiju, ja tāda iesniegta saskaņā ar Līguma I.4.2. punktu ("finanšu garantijas izmantošana");
- (c) veicot juridiskas darbības, kā noteikts Līguma II.18.2. punktā vai Speciālajos noteikumos."

15. Līguma II.27.2. punkta trešā rindkopa jāformulē šādi:

"Periodi, kas noteikti pirmajā un otrajā rindkopā, ir garāki, ja garāku ilgumu nosaka Latvijas Republikas normatīvie akti, vai ja ir notiekošas revīzijas, apelācijas, tiesvedības vai prasības saistībā ar finansējumu, tostarp gadījumos, kas norādīti Līguma II.27.7. punktā. Pēdējos gadījumos Saņēmējam jā saglabā dokumenti līdz brīdim, kamēr šādas revīzijas, apelācijas, tiesvedības vai prasības tiek noslēgtas."

16. Līguma II.27.3. punkts jāformulē šādi:

"Saņēmējam jāsniedz visa informācija, tostarp informācija elektroniskā formātā, ko pieprasījusi NA vai Komisija, vai kāda cita ārējā institūcija, ko pilnvarojusi Komisija.

Ja Saņēmējs neievēro pirmajā rindkopā noteikto pienākumu, NA drīkst uzskatīt:

- (a) jebkādas izmaksas, kas nav pietiekami pamatotas ar Saņēmēja iesniegto informāciju, par neattiecināmām;
- (b) jebkādas vienības, fiksētas summas vai likmes iemaksas, kas nav pietiekami pamatotas ar Saņēmēja iesniegto informāciju, par tādām, kas nav jāmaksā."

## PARAKSTI


Direktore

Eiropas Savienības Izglītības programmu  
departamenta direktore

Irēna Šinkareva

Dārta Darbiņa

  
/paraksts/

  
/paraksts/

Rīga, 9.10.2017.

Rīga, 09.10.2017.



**I pielikums** - Vispārīgie noteikumi ("Vispārīgie noteikumi"), kas publicēti interneta vietnē [www.viaa.gov.lv](http://www.viaa.gov.lv)

## **II pielikums** - Projekta apraksts; Projekta budžets

**III pielikums** - Finanšu un Līguma noteikumi, kas publicēti interneta vietnē  
[www.viaa.gov.lv](http://www.viaa.gov.lv)

**IV pielikums** - Attiecināmās likmes, kas publicētas interneta vietnē [www.viaa.gov.lv](http://www.viaa.gov.lv)



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

**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 rational, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

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	EVERY STUDENT IS SPECIAL
Project Acronym	
Project Start Date (dd-mm-yyyy)	30-10-2017
Project Total Duration (Months)	32 months

Form hash code: A3D4ACD69A20C4B0



This form has been submitted on: 2017-03-28 15:05:07. Status: OK (1409474). The form data has been modified since the last successful submission.



**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

Project End Date (dd-mm-yyyy)

29-06-2020

Applicant Organisation Full Legal Name (Latin characters)

Mahmut Arslan Anadolu Lisesi

Form hash code



A3D4ACD69A20C4B0

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

Identification

TR01 (TÜRKİYE)

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

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

Form hash code: A3D4ACD69A20C4B0

**EN**

This form has been submitted on: 2017-03-28 15:05:07. Status: OK (1409474). The form data has been modified since the last successful submission.



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

**C. Priorities**

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

HORIZONTAL: Social inclusion

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

SCHOOL EDUCATION: Promoting the acquisition of skills and competences

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

Please comment on your choice of priorities.

We, six partners, have different kinds of disadvantaged students and working on this project we hope to integrate these students firstly into secondary education, social life and then to university education and working life.

Having problems and disadvantaged make these students problematic, unhappy, unwilling, sometimes aggressive and unsuccessful. We must include these students into their peer groups by sharing our good examples solving their problems and trying to form new ways to gain these students into entrepreneurship education. While doing this we also must strengthen the profiles of our colleagues to help and guide these students. Our colleagues also need to be effective and competent to solve problems of different kinds of disadvantaged students.

Working on such a project, our teachers will learn to create a more relaxed and tolerant learning atmosphere in and outside our schools and this atmosphere will be more suitable to efficient learning which will help our students, in turn, to grow up as responsible, respectful teenagers. Each partner school's teacher will learn a new and different method to deal with different poor opportunity students. Sharing of good practises among partner school teachers will make them more confident when they face a similar problem in the future.

And as it is stated in the Europe's 2020 strategic plan, lifelong learning and to reduce early school leaving from % 15 to % 10 are major aims when education is considered. We, five partners, hope to help this aim by working on this project.

Form hash code: A3D4ACD69A20C4B0

EN

This form has been submitted on: 2017-03-28 15:05:07. Status: OK (1409474). The form data has been modified since the last successful submission.





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

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

PIC	934666393
Full legal name (National Language)	
Full legal name (Latin characters)	Mahmut Arslan Anadolu Lisesi
Acronym	
National ID (if applicable)	6180393428
Department (if applicable)	
Address	Eğriçam Mahallesi 2224 Sokak No:4 Yenişehir/Mersin
Country	Turkey
P.O. Box	
Post Code	33160
CEDEX	
City	Mersin
Website	www.mahmutarslananadolu.meb.k12.tr
Email	
Telephone 1	+90324 3260087
Fax	+90324 3261093

**D.1.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (secondary 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).

Mahmut Arslan Anadolu High School is a public school founded in 2009. It is situated in Mersin. . Mersin is located on the eastern Mediterranean and on the south of Anatolia peninsula .It has over 1000000 population. It is a city that allows immigrants that is especially from the underdeveloped regions of Turkey.It is a city that hosts a lot of ancient civilizations .

Our school is an academic school that prepares the students to the university entrance examination also It is a school that accepts

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the students who can achieve a national exam. the students get education on the branch of maths, science, language, social science and art. We have 14-19 aged students. We start the lessons at 8:00 a.m and finish at 15:00 p.m. the students who are eager to attend to some activities come to school at the weekends. We have a large and modern sports hall and a computer lab, a physics, biology and chemistry labs.

We have approximately 1100 students in 2016-2017 academic education year. Our school gives scholarship to %10 of the students who have social and economic status difficulties. % 11 percent of our students' parents are divorced. % 5 of our students have to work at a part-time job after school to support their families. % 6 of our students are from families who immigrated to find jobs. Also we have a dormitory for % 3 of our female students. All in all we have % 22 percent of students who have different kind of disadvantages which can cause different problems such as early school leaving, social exclusion, having wrong habits (drug, cigarette, guilt ... etc). Our school strategic development goals are also in line with the objectives of the European Union 2020 strategic plan and in the context of this project. This will provide a positive contribution to realization of our targets, in a more realistic and concrete way.

We have 60 staff (52 teachers, 3 psychological guidance and counseling teachers and 4 headmaster assistants and a headmaster). The branches of our teacher are mathematics, natural sciences, English, German and social sciences. The teachers in our school are interested in perfecting their professional knowledge, frequently participating to various national courses to improve the instructive educational process and preventing early school leaving caused by social exclusive problems. Our school has been awarded as the cleanest school of our town. Also our school attended international folkdance festivals in Poland and Spain. Our students have a lot of achievements on sports branches. We have worked on the following eTwinning projects:

\* My city, My school- 2015 - 2016 (With Italy and Romania)

\* Learn my hometown with the help of photos 2011-2013 (With Poland)

Although we have some poor opportunity students who can't be missed and our teachers don't have a field certificate to deal with them, we have been trying to help and gain them. However we know that we need to learn and see different good examples and methods to be more capable and successful about this situation. We are eager to prepare all national and international projects such as KA 219 project for the future of our students whom we consider the leaders of nations in future. We don't just make the best we can do, we try to do beyond this.

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?

Our school has many different kinds of activities to integrate and find solutions to the problems of low opportunity students. We organize a discussion competition among different classes at the same level, we give these students to take part in school sports teams such as basketball, volleyball, archery, badminton and school theatre club and music bands, art studies and social school trips. We also have a chess club and every year we organize a school chess championship and our students get degrees at the national competitions. We celebrate Youth Festival on 19th May every year and we give chance to our disadvantaged students to have great time and be part of these social activities.

The first key person in the project is Gülay ERGİN. She has been an English teacher for 24 years. She has a certificate of preparing projects and using computer. She also has the certificate of Drama. She has attended a contact seminar in Germany, she has been in the school project team for 4 years. She has been the consultant of local Tübitak Scientific Project Competition for students.

The second key person in this project is Nafize POLAT. She has been an English teacher for 21 years. She has a certificate of preparing projects and using computer. She has been in the school project team for 4 years. and she has been the consultant of local Tübitak Scientific Project Competition for students.

The third key person is Zehra TUNCER. She has been an English teacher for 20 years. She has a certificate of preparing projects and using computer. She is the local coordinator of our school for TÜBİTAK projects. She has been in the school project team for 4 years. She has been the consultant of local Tübitak Scientific Project Competition for students.

The fourth key person is Berrin YILMAZ. She has been a Literature teacher for 23 years. She has the certificate of chess teaching and drama. She trains a school theatre with these students every year. She organizes poetry and discussion competition.

The fifth key person is İsmail TELLİ. He has been a psychological guidance and counseling teacher for 16 years. He applies different questionnaires to find out students' problems and to solve these problems. He also tries to help the disadvantaged students to be successful academically by giving them seminars and individual chats.

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The sixth key persons are our music and art teachers who have at least ten years teaching experience.

All our school project team and other teachers have attended local courses on safe internet, work and worker safety and first aid and ICT courses so far.

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

No

**D.1.3. Legal Representative**

Title	Mr.
Gender	Male
First Name	ALİ KAMIL
Family Name	ŞALCI
Department	EDUCATION
Position	SCHOOL DIRECTOR
Email	asalci46@gmail.com
Telephone 1	+905052582876

☐ 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	GÜLAY
Family Name	ERGIN
Department	EDUCATION
Position	ENGLISH TEACHER
Email	gulay_ergin_33@hotmail.com
Telephone 1	+905054551757

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

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**D.2. Partner Organisation**

PIC	945528065
Full legal name (National Language)	Colegiul National de Informatica "Carmen Sylva" Petrosani
Full legal name (Latin characters)	Colegiul National de Informatica "Carmen Sylva" Petrosani
Acronym	
National ID (if applicable)	27336550
Department (if applicable)	
Address	SLATINIOARA, 10
Country	Romania
P.O. Box	
Post Code	332004
CEDEX	
City	PETROSANI
Website	infopetrosani.ro
Email	
Telephone 1	+40254542683
Fax	+40254542683

**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).

Colegiul National de Informatica "Carmen Sylva" Petrosani is a public learning institute, situated in a picturesque mountainous area, in the Jiu Valley, at the base of the Parang mountains, in the Petrosani municipality, in the Hunedoara county. The college is attended by preschool children, primary, gymnasium and high school students, between the ages of 3 and 19, that study in classrooms, laboratories endowed with multimedia technology and adequately equipped gyms. There are 70 entitled teachers who offer high standards of education to 1045 students, 559 in preschool, elementary, primary school and gymnasium and 496 in high school. Our teachers are permanently interested in perfecting their professional knowledge, frequently participating to various national courses to improve the instructive-educational process and stopping early school leaving, caused by social inclusion

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problems. In this institute we offer in the scientific sections the following specializations: mathematics-informatics with intensive English, mathematics-informatics with intensive informatics, natural sciences. In the humanities section we offer the specialization in social sciences.

The restructuring of the mining industry, along with all the social and economic consequences, represents a major problem for the inhabitants of the Jiu Valley and implicitly the ones of Petrosani. Lacking investors, the area was and is condemned to poverty. An alternative to the dominant activity of mining was not found and the big percentage of unemployment caused intensive emigration of the students' parents to other EU countries (in this case 85 students). The students stay here and live with their grandparents, other relatives, neighbors or in some cases living alone. The interactions with the parents become limited to internet conversations and in the happiest case to spending together a holiday or two per year. There are also families where no member is working and that live off the student allowance of the children or the social help accorded by the town hall of the Petrosani municipality. Living this affective and emotional trauma the students integrate hardly in the school's collective, leading the number of students with social inclusion difficulties to rise.

In addition, some families, unable to handle the financial crisis manifested in the other EU countries too, were obliged to return to Romania, and for a student to return after years spent in foreign country having to return to their native land they are no longer used to represents a big challenge. One of the last and probably the following years' problems was, in fact, the phenomenon of "remigration" of Romanian children and reintroducing them to the Romanian learning system. Because of the readaptation and psychological difficulties the students have social inclusion problems. In this case we have students that returned from Italy and Spain.

Our college is attended by students appertaining to other minorities and religions as: Hungarians, Germans, roma, catholics, Greek catholists, Baptists, Jehovah's witnesses and free thinkers, also we have students with severe learning and thinking deficiencies that necessity home schooling. Having social, financial and psychological problems the students need something new in school to be active.

By participating to this project we will be a more europeanised school and stimulate social acceptance and inclusion that assure solidarity and equality for all the students and teachers, as well as increasing the chances of the students' integration in the working world.

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 teachers in this college have good experience in handling national and international projects, in cooperating with other learning institutions here and abroad to improve the abilities and skills required for a quality education, for the students as for the teachers, the parents and the local community.

In this college regional and national projects are organized every year, their objective being promoting participation in the European community by volunteering, entrepreneurship, ecological education, health education, civic education, intercultural exchanges and the growth in the students' creativity and originality in literary creativity projects. All the teachers in the college are involved in the projects, 10 of them being in charge as coordinators. The project management team includes mentors for coordination, monitoring, communication, evaluation, dissemination.

The experience accumulated through these regional and national projects offered: the possibility of meeting and exchanging experience between students and teachers from different cultures; the linguistic, social and civic skills; the improvement of the IT skills; the possibility of working in national and international teams; putting knowledge in practice and the development of new perspectives in the field of formal and non-formal education.

The project team also developed international experience through the Multilateral Comenius Project „Young Masters of Business in Action“-Comenius, in the 2013 -15 period, through the organization of the following eTwinning projects:

1. Harms of Media and Violence on Children and Teenagers – 2015 - 2016
2. Youth culture- 2015 - 16
3. Digital Citizens in Europe – 2014 -16
4. Nice to meet you! – 2014 - 15
5. Matematikaokolonás- 2014 -15
6. The harmony of nature- The harmony of the family- 2013-16
7. Making films and series to teach speaking English- 2015-16
8. My city, My school- 2015 -16,

At the moment two eTwinning projects are ongoing: Intercultural exchanges, 2016 -17 and Let's share to help! – 2016 –17, and a strategic partnership, Erasmus+, KA2, Language of the photos 2015 –17.

Through these projects we had the pleasure of collaborating with schools from various countries such as: Azerbaijan, Spain, Macedonia, Denmark, Hungary, Czech Republic, Lithuania, Germany, Italy, France, Ukraine, Tunisia, Turkey, the Republic of Moldova, Armenia, Poland, Bulgaria, the Netherlands, Portugal, Croatia, Greece, Georgia, Ireland, Sweden, Finland, Norway, Albania, Slovakia. This accumulated experience needs to be improved further by participating to new activities because the difficulties in the

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institution regarding social inclusion diversified and new ones have not been resolved and it is necessary to offer students and teachers a new innovatory curriculum that offers skills and aptitudes suited to increase social inclusion and equality of educational chances. Therefore we consider our teachers' participation to new activities a real and urgent need for their professional and personal development, for the curriculum's innovation, for the improvement on social inclusion, in all its forms and for the internationalization of the National College of Informatics „Carmen Sylva” Petrosani through improving the high quality education.

The school's participation in international projects had a positive impact on the students and teachers through the promoting peace, respect, friendship, love, liberty, toleration and non-discrimination. The students and teachers of the National College of Informatics „Carmen Sylva” Petrosani becoming true ambassadors of Romania in Europe.

Thanks to these projects linguistic, cultural, entrepreneurship, civic, ethic, moral, digital skills were developed. As well as the improvement of self-esteem, a growth in active participation in the finalization of duties and a bigger sense of responsibility were observed. To the present 80 students and 20 teachers were involved in the international projects (Comenius, eTwinning, virtual participation and Erasmus+), the impact of this materialized through tolerance and openness regarding other educational systems. The management team is the one implementing the project, it conducted an analysis of the needs in the institution and set the goals and necessary activities for the personal and professional development of the teachers and the students, for the improvement of the strategic institutional development plan and the growth of social inclusion. The tem is monitored by the institution manager and includes the following:

- The project's coordinator
- An appointee ensuring the quality of the project; disseminating the results; evaluating the project according to the new system; innovating the curriculum; perfecting the quality of the education; supporting participants'; monitoring the project, studying the project's impact;
- An accountant appointee;
- A communication appointee;

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
Comenius Young Masters of Business in Action	2013	COM-13-PM-293-HD-PL	Colegiul Național de Informatică „Carmen Sylva” Petrosani
ERASMUS + Language of the photos	2015	2015-1-TR01-KA219-022153_5	Colegiul Național de Informatică „Carmen Sylva” Petrosani

## D.2.3. Legal Representative

Title	Mr.
Gender	Male
First Name	LUCIAN MARIUS
Family Name	RESMERITA
Department	Education
Position	Headmaster - Principal

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Email

resmeritalucian@yahoo.com

Telephone 1

0040721675772

☐ If the address is different from the one of the organisation, please tick this box**D.2.4. Contact Person**

Title

Mrs.

Gender

Female

First Name

RODICA MARIANA

Family Name

POPESCU

Department

Education

Position

Teacher Romanian Language

Email

rodicapopescu1993@yahoo.ro

Telephone 1

0040735788980

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

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**D.3. Partner Organisation**

PIC	923742059
Full legal name (National Language)	
Full legal name (Latin characters)	tomuk anadolu lisesi
Acronym	
National ID (if applicable)	750858
Department (if applicable)	
Address	kültür cad. no:8
Country	Turkey
P.O. Box	
Post Code	33730
CEDEX	
City	Erdemli
Website	http://tomukanadolulisesi.meb.k12.tr/
Email	
Telephone 1	+903245771042
Fax	+903245771230

**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).

Tömük Anatolian High School is located on the Mediterranean coast of Turkey. Teaching under the name Elvan Ortaokulu was started on the 700 m2 land built by the Ministry of National Education in 1967. In the 1980-1981 school year, the high school class was opened and the name of the school was changed as Elvanlı High School and in 1984-1985 academic year it was changed into Tömük High School. In 2013-2014 academic year, the name of the school was changed for the last time as Tömük Anatolian High School.

Our school has 12 classrooms, 23 teachers, 1 servant and 284 students. Interactive boards are available in our classes. Our students are between the ages of 15-18. We know students well because of the small number of students. The school is quiet away from the

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noise. We have a stress-free working environment because we are surrounded by nature. We have some shortcomings in terms of hardware in our school. There aren't Physics, Chemistry, Biology laboratories, Information Technologies class, conference room or library. In addition, the lack of a sports hall also limits the sporting activities. In spite of this, various sports activities are being organized in our school. The girl's volleyball team was first in the county and qualified to participate in the competitions held in the city center.

Our school vision is to be a school of science, culture and arts center. We aim to implement the education-training program which is determined for our school according to our mission in an effective and efficient way considering the environmental factors, to provide a training service suitable to the capabilities and needs of the students, to prepare the environment for their ability to meet their social and cultural needs and to work in cooperation to improve the quality of the learning. One of our school's strategic goals is to raise the level of foreign language and mobility by increasing the participation rates of our teachers and students in international projects.

Our school is 12 km away from the town center and 25 km away from the city center. There is public transport from both the city and the district center to our school. The district has a population of 12000 and the people of the neighborhood live on agriculture and animal husbandry. Due to the fact that the Mediterranean climate is dominant in Tömük, citrus fruit growing and especially tofuranda fruit and vegetable cultivation are being carried out. It is an incomplete settlement in terms of social activities. There are no movie theaters, no theater stages. Such activities are not available in the district center.

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?

We frequently express our goals of successful upgrading in our school, struggling with all kinds of addictions, reading habits and increasing social activities in meetings of the Teachers' Council, the Branch Teachers' Council, and the Guidance Executive Committee. We are doing social club work. In our school, activities related to specific days and weeks are carried out within the scope of education and training activities. Leading our music teacher, our students perform chorus, solo, and oratorio studies. We are attending university promotion days to ensure that our senior year students are motivated towards university exams and have information about universities. The trips we make to keep the team spirit alive are posted on the school's website. In addition, such activities are exhibited on the school clipboard. At the end of the academic year, there is a painting exhibition, but after all these activities the targeted sense of unity did not fully occur.

Orientation training to 9th grade students; vocational guidance, instructional and individual guidance for 10.- 11.-12th grade students are conducted by our guide teacher. Seminar studies are conducted in the subjects of examination anxiety, communication skills, efficient study methods and techniques and time management. At the same time, Yeşilay Association's Turkish Addiction Training Program is being implemented for all our students. At the end of the year, university preference counseling is provided to our students and graduates. The statistical data are evaluated by analyzing the university exam success.

Our school is also a coordinator school in the region we are in, but it is disadvantaged as a sociocultural environment. As a school we are also in communication and cooperation with the schools in our region of education. We also share our experiences and practices with other schools to deal with the disadvantages in a better way.

2016-2017 Education-Training A project executive team was formed at the Teachers' Board Meeting for the Year. We had two meetings in the school and it was discussed that what we need to consider in this meeting and what skills we can develop will contribute more to the educational activities and what our students need most. In summary, it has been determined that most of our students need more social activities due to their socio-cultural environment characteristics. In addition, the technology dependency of our students and the younger generation is increasing rapidly, which reduces communication between people. However, most of our students do not have reading habits. As you know, learning is the most effective factor in acquiring reading habits. The number of parents who have never read books is very high because most of our parents have a low level of education. In this sense, we want to work in cooperation with the parents.

Project execution team consists of 6 people.

\*Mathematics Teacher is working 9th year in her profession. She holds a master's degree. She is in the Discipline Committee of the School. She has the ability to think analytically. She is careful, attentive, and able to provide a good learning environment. She is a teacher of Mathematics Education with Technology Support, Interactive Classroom Management, Presentation Techniques, She participated in Applied Science Education and Leadership courses.

\* English Teacher is working on her 5th year in her profession. She is in the School Strategic Planning Supreme Council and Strategic Planning Team. She has a high level of English knowledge and has got 95 points from YDS examination. As a result of the applied sociometry, She became the second person preferred in project preparation. Following the developments related to her field, She is a creative teacher who is willing to develop himself. She is the contact person in the project.

\* Physical Education Teacher works 18th year in his profession. He has a master degree in Sports Sociology. He can communicate

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well with students. He runs volleyball, football, futsal, table tennis and badminton teams in the school. As a result of the sociology that has been applied, he became the second person to be spending time together. He attended to the seminars of School Health and First Aid Intervention with Intel Teacher Training and Physical Education Formation courses.

\*Physics Teacher is working in the second year of his profession. He has a high level of thinking ability, developed the power of perception in detail, closely follows scientific studies and is an observer. he participated in courses on Disaster Conscious Trainer Education, Interactive Classroom Management and Presentation Techniques.

\*The School Principal is working for the 29th year in his profession. He has an understanding of participatory leadership. He sees all the staff of the school as a team and gets the opinion of everyone. He has a democratic management approach. He participated in Management Skills and Education Manageme

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

**D.3.3. Legal Representative**

Title	Mr.
Gender	Male
First Name	Lütfi
Family Name	IŞIK
Department	Education
Position	Head Teacher
Email	ltfmersin@gmail.com
Telephone 1	+905058065008

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

**D.3.4. Contact Person**

Title	Mrs.
Gender	Female
First Name	Hilal
Family Name	KÖK TURAN
Department	Education
Position	Teacher
Email	hilalkokturan@gmail.com
Telephone 1	+905394534953

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

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**D.4. Partner Organisation**

PIC	944388606
Full legal name (National Language)	IIS"ENRICO FERMI"
Full legal name (Latin characters)	ISTITUTO DI ISTRUZIONE SUPERIORE"ENRICO FERMI"
Acronym	
National ID (if applicable)	not applicable
Department (if applicable)	
Address	via Vitulanese
Country	Italy
P.O. Box	
Post Code	82016
CEDEX	
City	MONTESARCHIO
Website	bnis00300n@istruzione.it/www.fermimontesarchio.it
Email	
Telephone 1	+390824847291
Fax	+390824847260

**D.4.1. Profile**

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

**D.4.2. Background and Experience**

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

The Institute of Higher Education "Enrico Fermi" is located in Montesarchio, the largest municipality in the province of Benevento, in the Campania region, in south-central Italy. Montesarchio is a town of about 14,000 inhabitants, still the most vibrant center Caudina Valley, crossed by the state Appia, hub of many businesses and entrepreneurial.

Montesarchio is a town three hundred meters above sea level, grouped around a hill dominated by the castle and the tower of medieval origin.

From school year 2010/2011, with the Reform of Secondary Schools, in our institution, are active the following fields of study: High School, High School of Applied Sciences, School of Human Sciences, School of Human Sciences Economic-Social, Language High

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## School .

The teaching is carried out from Monday to Saturday, in the morning, from 8:10 to 13:15.

Our students have 13/18 aged. High school liceo course lasts 5 years. Students at the end of the course make a final exam in June.

The school, this school year 2015-16, has n. 855 students and no. 88 teachers including 73 with permanent contracts.

There is a percentage of 2% of foreign students, 4% of students with disabilities, and 3% of pupils with special educational needs.

By joining the project Vales our Institute has implemented the self-experiencing an overall system of evaluation that aims to:

-to improve the self-assessment process

-to define a model that prefigures protocols and procedures functional to the National Evaluation System

-satisfy fully stress the European Union regarding the evaluation of the school system.

From school year 2010/2011 The Regional Education Office for Campania - Polo QUALITY 'of Naples has certified that this educational institution implements a quality management system that meets the requirements of the standard UNI-EN-ISO 9004: 2009. To this end, the educational institution:

1. Update the teachers to implement the culture of quality

2. Through questionnaires software Comet, it operates a continuous monitoring on the territory, on the teaching and non-teaching staff of the institute, on families, on the pupils attending and those released by the institute.

3. Process a manual with procedures

4. Proposes an IMPROVEMENT PLAN

On January 13, 2016 School Committee approved the PTOF-three-year plan of the training, now available on the school website.

In our institute are pursuing a number of activities of consolidation and expansion of training: PON ESF projects (for students, teachers and school staff) - ERDF (modernization of structures) - recovery projects on basic skills and excellence projects (Olympics math, Kangourou, olympics chemistry, science, philosophy, Italian, computer science) - Erasmus plus - Clil project for fifth class - projects on the legality - guidance projects in and out.

We organize conferences, lectures English language courses (for students and teachers) with the issuance of certification. Currently it has in place a Chinese course for students.

For several years, the school cooperates with the social and cultural associations of the territory, with law enforcement and with pro loco.

In addition, our institute is accredited as Ei-Center CERTIPASS®, it offers the opportunity to take courses in classroom training and exams designed to achieve the European Computer Certification EIPASS;

In all classes of the institute we are studying the English language and in the language course also French, Spanish and German.

Our school is equipped with instruments for activities related to digital technologies: there are two computer labs, there is a language laboratory, a laboratory of physics, chemistry and biology, a conference room, two gyms.

All rooms are equipped with multimedia stations and LIM.

The school has a website regularly updated.

The Institute "Enrico Fermi", aware of an important resource for the inhabitants of the territory, shall endeavor to achieve the users school, in an integrated and consistent, a complete formation of the person and citizen, in a route guidance quality, effectively inserted in European culture and international, together with families and the territory.

Our institute, to meet the commitment made with the users of the territory in which it is located, the adjournment to his staff on the topic of digital technologies and how to use it.

Our school was in the Comenius project since 2008 and the Erasmus program from 2010, as not as coordinator but as a partner. It took part in the Erasmus + mobility projects for individual KA1.

Actually the school manages n. 4 erasmus+ KA219 projects partnership. One of this project takes long mobility (two months) activities for two students.

Each school year the school hosts foreign students graduate for a few months of training. They are hosted in families and participate in all school activities (lessons, debates, lectures, excursions, trips in the area).

For this reason, the European dimension is a fact included in the annual planning of school activities.

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?

For several years, our school has been involved in various activities for disadvantaged students.

Our school has two psychologists who provide assistance to children in difficulty and there are branches of learning for pupils with personal problems, family, learning, school inclusion.

From two years we have a project of PET THERAPY that helps children with disabilities. We have some bunnies in the school that are being looked after by the children under the guidance of teachers.

Every once in school is a veterinarian and carries other animals (donkey) to implement activities with these pupils.

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Our school has a direct contact with the local health district. We have cooperation with education experts and psychologists, sex education experts, food and health-conscious. Last year we made a food project about food and healthy eating.

We also have other projects for pupils in difficulty: every year we organize a musical show in English language and will be open to all pupils of the school.

There are other archive projects, journalism and drama involving these pupils.

Patrizia Sgrò is the school referent of n. 2 projects ERASMUS+running now.

She has 28 years of experience as math teacher in Italian public school - secondary high school. She participated in Erasmus project KA2 and KA1 of "Fermi" school. She is a member of eTwinning live. She is referent of Olympic math games in the school and she is involved in scientific projects of math. She is a member of the school council and collaborator of headmaster.

She gets Level B1 in English language.

Angelo Lombardi is an English teacher role for several years. He has experience with theater activities in language. From 10 years preparing a musical in English and involves pupils of the school. Activity lends itself to the inclusion of foreign students living in neighboring villages and who do not attend school and disadvantage students.

Angelina Sadutto is a science teacher, she is the referent of the science department in our school. She is a teacher in role from 1997. In 1985 she argued exam to become a biologist. She worked at the analysis laboratory for 10 years as an analyst biologist.

She gets Level B1 in English language.

Nicola Rainone is a science teacher with good informatic competence. He usually uses digital tools in the classroom.

He gets Level B1 in English language.

In our school there is a staff (headmaster- referent project- secretary- teachers) that take care to Erasmus programme. The staff are able to involve other persons, to plan the activities, to connect and collaborate with European partners.

The staff take in charge the diffusion of results and produce a final report.

Each teacher that can use the results of Erasmus projects, can lead an important role in the educational development of the learner and its commitment gives a valuable contribution to the improvement of the training for the whole school community.

Through the project dissemination of results and dissemination in the area it will have an effect on the whole school community and beyond.

The planned activities will have a strong impact on the quality of teaching and learning of each participant's individual student only if well integrated into the overall development plan of the activities of the entire institution, which is why the Erasmus program + is part of the annual program of our institute.

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-IT02-KA 101-000543	IIS FERMI Montesarchio
Erasmus KA1 learning mobility staff	2015	2015-1-IT02-KA101-014216	IIS FERMI Montesarchio
Erasmus KA2 Partnership school to school	2015	2015-1-ES01-KA219-016316_2	ColegioPAIDOS Denia- SPAIN
Erasmus KA2 Partnership school to school	2015	2015-1-NO01-KA219-013220_5	Laksevågvideregående skole
Erasmus KA2 Partnership school to school	2016	2016-1-ES01-KA219-02522_4	INSTITUTO DE ENSEÑANZA SECUNDARIA JOSÉ MARÍN DE VÉLEZ RUBIO
Erasmus KA2 Partnership school to school	2016	2016-1-BE01-KA219-016270_2	GPH Gosselies

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**D.4.3. Legal Representative**

Title	Mr
Gender	Male
First Name	Giulio
Family Name	DE CUNTO
Department	Ministry Public EDUCATION
Position	HEADMASTER
Email	giulio.decunto@istruzione.it
Telephone 1	0824 847291

☐ If the address is different from the one of the organisation, please tick this box**D.4.4. Contact Person**

Title	Mrs
Gender	Female
First Name	Patrizia
Family Name	Sgrò
Department	Education
Position	Teacher
Email	patriziasgro@gmail.com
Telephone 1	0824-832665

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

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**D.5. Partner Organisation**

PIC	939718153
Full legal name (National Language)	
Full legal name (Latin characters)	RIGAS PARDAUGAVAS PAMATSKOLA
Acronym	
National ID (if applicable)	not applicable
Department (if applicable)	
Address	KARTUPELU STREET, 2
Country	Latvia
P.O. Box	
Post Code	LV1058
CEDEX	
City	RIGA
Website	http://www.pdps.lv
Email	pdps@riga.lv
Telephone 1	+371 7623155
Fax	

**D.5.1. 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.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).

Riga Pardaugava School is a public school founded in 1964. It is situated in Riga. Riga is the capital city Latvia, its political and cultural centre.

The school is fully financed by the state. It has about 490 students and 50 teachers. The school provides two education programs. One of them is for national minorities. The school also has designed and has been realized a special program for pupils with posture disorders since 2003. The ethnic composition of our students differs - we have Roma, Latvians, Russians, Ukrainian, Syrian and students of other nationalities. Unfortunately social and basic learning skills of some students are not developed very well. It means that most of our students have a risk of social exclusion in future. Three percent of our students are disabled, as well many of them

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have psychological and social problems, difficulties in learning. Twelve percent of our students do not get support from their parents, who are basically unemployed. .

Our aim is to provide quality education, inspiring students to reach their full potential and preparing them to be successful, responsible citizens.

• Our school objectives are:

- To develop different teaching methods and teaching materials, including cross curricula links
- To make learning more attractive
- To strengthen students' acquisition of learning skills
- To develop knowledge and understanding among young people and education staff about the diversity of European cultures and languages and their values
- To improve students' and teachers' use of digital equipment
- To develop students' vision of the world
- To take the best out of the quality of class management of the other European schools

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 Riga Pardaugava School project team consists of 10 members: 1 project manager, 8 teachers-researchers, 1 IT specialist. They are experts in education, ITC, financial management, data management. They all have experience in European projects, which they have acquired within previous projects implemented in our school.

Our school has participated in several local, national and European projects and partnerships. They were focused on research, innovation and best practices. Our teachers are trainers, mentors, members of specialist national boards and professional associations. The Administration Board chaired by the school principal ensures strategic, operational and financial management of the institution.

Our school teachers went through in-service training on special education, we have a special teacher and two speech therapists, medical therapists and a psychologist at school. We regularly share our teaching experience with other colleagues. Our school often holds seminars and international conferences for teachers and parents of city of Riga. The teachers develop individual plans and special syllabus for working with children with special needs and learning problems. The staff has big experience of bilingual education for minority students as an example of successful integration into society and culture of the country.

Our school participated in several projects concerning students low achievements in Math, languages, Science. We developed lesson plans with IT use and cross curricula activities. Riga Pardaugava School actively participated in the planning of the project, their management, production, evaluation, dissemination and exploitation. Throughout these partnerships, our school exchanged ideas and knowledge. Within those partnerships, we designed and prepared the products (web page, leaflets, lesson plans, multi-media CDs, videos, and posters, newsletters). Our school participated in conferences and publish different articles, and we distribute the project outputs to other stake-holders.

Sure enough, this new project will change the school's image and enlarge their visibility and profile on an international scale. Both teachers and students will be highly motivated to learn and work efficiently together during lessons as well as during extra-curricular activities. They will have higher satisfactions, while their self-esteem will grow considerably through the implementation of this project because their work will be reflected in.

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
KA2 Cooperation and Innovation for Good Practices	2014	2014-1-MT01-KA201-000305	St.Clare Secondary Schools, Pembroke, Malta

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KA2 Cooperation and Innovation for Good Practices	2015	2015-1-LV01-KA219-013422	Riga Pardaugava school, Riga, Latvia
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**D.5.3. Legal Representative**

Title	Mrs
Gender	Female
First Name	Irena
Family Name	Shinkareva
Department	Education
Position	Principal
Email	shinkareva@pdps.lv
Telephone 1	+371 28228843

☐ If the address is different from the one of the organisation, please tick this box
**D.5.4. Contact Person**

Title	Mrs
Gender	Female
First Name	Ludmilla
Family Name	Renge
Department	Education
Position	Teacher of English, project manager
Email	ludmila.renge@mail.lv
Telephone 1	+371 28228843

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

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**D.6. Partner Organisation**

PIC	930774462
Full legal name (National Language)	Gimnazjum nr 1 im. Zjednoczonej Europy
Full legal name (Latin characters)	Gimnazjum nr 1 im. Zjednoczonej Europy
Acronym	
National ID (if applicable)	891044556
Department (if applicable)	
Address	ul.Kopernika 4-6
Country	Poland
P.O. Box	
Post Code	57-400
CEDEX	
City	Nowa Ruda
Website	www.gim1nowaruda.dbv.pl
Email	
Telephone 1	+48748724671
Fax	+48748722575

**D.6.1. 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.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).

Gimnazjum nr 1 of Zjednoczona Europa is a public school of general education. The school is located in a small city, Nowa Ruda, in the south of Poland. The interior of the school is modern. It contains redecorated and well equipped classrooms and sport facilities. There is a computer room, science and language laboratories. We have also an assembly hall and two inside and outside pitches. The school offers a wide variety of extra activities like drama productions, football team, handicraft and computer classes. There are 197 pupils aged 13-16, who are divided into 9 classes, and 19 qualified teachers. Students come from different social backgrounds. 40 % of them come from poor, disadvantaged and unemployed families, as the school is in the post- mining land. Joining the project will allow us as the partner to focus on learners in order to make learning more attractive for them and to arouse

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their enthusiasm.

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 school staff has had experience in managing projects of understanding students' behaviours especially of difficult learners. We have taken part in many IQBoard's courses, and interschool competitions of using informatic technology. Additionally, we learn how to motivate and arise students motivation to learn.

We have also participated in 'Cultural Education' and 'Euro-Culture' European projects, which has had a great impact not only on students but also teachers.

We are open to this type of cooperation as we are willing to get additional trainings and exchange new experience. Our teachers are innovative, able to use computers effectively and highly motivated to learn new methods and get new computer skills in order to make learning more effectively.

Ilona Piotrowicz is a teacher of English. She is involved in students' school groups. She organizes the background for learners after school, such as additional classes of English, drama classes, sport classes, parties and trips.

Headmaster-Danuta Markuszewska is a teacher of geography and sport. She is also a good psychologist. She is happy to organize different sport activities for learners.

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

No

**D.6.3. Legal Representative**

Title	Mrs.
Gender	Female
First Name	Danuta
Family Name	Markuszewska
Department	Education
Position	Head Teacher
Email	mardan1@poczta.onet.pl
Telephone 1	+48748724671

☐ 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	Ilona
Family Name	Piotrowicz
Department	Education
Position	Teacher

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Email

piotrowicz@op.pl

Telephone 1

+48515121643

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

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**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?

All partners of this project have been trying to involve in projects knowing and believing that they have positive effects both on academic and social areas for our colleagues, students and parents of our students in national and international scales. In all partner schools there are many disadvantaged students who need to be supported by academic, financial, social and psychological areas of life. As the project partners we know and believe that every unsolved and ignored problem in education has a risk of becoming a bigger problem for not only the problematic person and his/her family but also for the society he/she lives in. Our poor opportunity students are also in danger of early school leaving because of their not being understood or helped.

As being a human every person has rights such as travelling, purchasing, communicating and the most important of these rights is getting a good education. Every country has national objectives but providing a good and high quality education isn't a national objective, it is a global objective for all nations that's why we need to study this topic transnationally.

Our project's starting point can also be well explained by the great leader Atatürk's saying "In education, there is no individual to be ignored." and we believe that every student is special and has different abilities if only he/she is taken care well and correctly. The teachers are the key persons who will be mostly responsible for this duty but they sometimes can be inefficient and unmotivated as a result of not knowing enough and not having enough experience to deal with these students.

Disadvantaged Groups in Turkey and in the partner countries have a kind of "mixed social structure" in which traditional values and modern institutionalization intertwine. However, there is a heterogeneous population in ethnicity and religion, where the population of the urban population is heavily populated. The income distribution structure also leads to a certain class diversity. As a consequence of all of these, there are genuine disadvantaged groups in Turkey due to sociological reasons such as gender, ethnicity, population movement and social stratification. To reduce the effects of these handicaps of disadvantaged groups in education, we must firstly change and make better the key persons, teachers qualifications and knowledge towards these groups.

On working this project, we aim to make our colleagues to have the opportunity to expand their communication skills and problem solving ability in their relation with their students. They will have chance to see and observe how their European colleagues and education methods react and what kind of different, useful methods they use to remove obstacles in these students' lives.

We have a strong feeling to change the life of our colleagues teaching career and education life of our students. As all the education system's target is to make a positive change in individual's whole personality and life, we teachers, must renew and start this change in every single student's life.

All partner schools' teachers have some difficulties while teaching and educating our disadvantaged students because their problems make these students problematic, unsocial, unhappy and unwilling to come to school and join the school activities. In our school meetings we try to find solutions by integrating these students into sports teams of basketball, volleyball, badminton and school theatre club, by trying to get in touch their parents and by providing them guide teacher counseling but all our efforts are not really and very effective, therefore we decide to work on this topic internationally to see and share our weak and strong points and to join our career experiences by means of different school subjects. Putting every partner's local and national experience, support and knowledge together, we will try to carry out our project with well-planned activities, methodology, budget, project management.

When we work this project internationally we will provide ourselves different cultures and experiences. These problems are not national problems, they are faced in every school in every country and one nation's problem becomes the whole Europe's problem. That's why the problems of young generations must be searched for international platforms and good application of each school's must be shared and disseminated as much as possible. All in all a small change can have big results. At the end of this project we aim to reduce the rate of early school leaving, and increase the abilities of our teachers, decrease the social exclusion of our students.

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

This project brings together six schools from TURKEY, POLAND, ROMANIA, ITALY and LATVIA which teach 14-18 years old students. Some students are composed of socially deprived when others are wealthier students. Some have different cultural backgrounds.

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when another one is only composed of students belonging to the same cultural and linguistic minority in our own country. However, all these schools share common objectives and will work together both from a distance and during real meetings to reach their aims.

The first objective of this project is to bring all these students who feel they are very different from one another because of their nationalities, social and cultural backgrounds, school abilities and languages. Providing these students working on the same topics with their European peers who have similar handicaps, we want and hope them to realize they are not alone and they can produce creative work and get the chance to have a good life and education and become successful individuals.

Our project isn't the only one which deal with poor opportunity students but it will help and complete some missing parts of the worked projects by means of working on different disadvantaged together in the same topic and the previous projects are carried out with younger students (3-12), our students are mostly high school students who are teenagers and it will include the parents of these students. Partners working on this project have valuable and specific experience on the area. We hope to share these valuable and specific experiences by improving and developing in intercultural and international platform.

We aim to lay the foundation of the social entrepreneurship of the representatives coming from different NGOs through the presentation of activities in their own fields and to direct the students to the production and application areas of the new projects they will be involved with and the informants and workshop activities to be carried out in the seminars "Breaking down prejudices against the disabled, ensuring that we can see them as an individual, and giving them the ability to remove communication difficulties from the middle.

Our most important objective is establishing a school disadvantaged student bureau by working in coordination with the provincial guidance and research center in every partner school to provide help and support for the students who have different disadvantaged and for their parents in addition to the school guidance and advisor teacher offices of our schools.

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?

As the project coordinator of this work, Mahmut Arslan Anatolian High school has no experience about Erasmus+ projects although we have been trying to make one for a long time. By working on an international project like this we hope to motivate and complete the weak points of our school. As the coordinator country, our project team members have various experiences and certificates on different subjects but they don't have any expertise on dealing with different kinds of disadvantaged students. They try to do this only with their own experiences. That's why we choose partners who have European project experience in order to get use of them. One of our partner Latvia has worked on two K2 projects, and they have a special teacher and two speech therapists, medical therapists and a psychologist at their school. Italy has worked on 6 K2 projects, and they have a project of 'PET THERAPY' that helps children with disabilities. They also have some bunnies in the school that are being looked after by the students under the guidance of teachers. For several years, their school has been involved in various activities for disadvantaged students.

Romania has worked on two K2 projects. The teachers are permanently interested in perfecting their professional knowledge frequently participating into various national courses to improve the instructive educational process and stopping early school leaving caused by social exclusion problems.

We have met two of our partners from e-twinning portal and last year we again made an application for Erasmus + KA 219 'ICT In Education' and this year they have informed and invited their friends to work on this project with us because they have similar problems to be solved and some good applications being used for their students. As our problems and goals, hopes and expectations are same, we have formed this partnership and hope to get good and useful results by working on this project together in harmony.

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

The project coordinator Turkey will distribute the responsibilities among partner schools according to each school's capacity, ability and experience.

ITALY will be responsible from the creating of project logo and application and preparation of C1 activities and the second transnational meeting preparations (Feb 2019), Italy will draw the poster of our project output "Magic Hands". LATVIA will be responsible from the first transnational meetings to start the project (December 2017), the foundation of project website and application and preparation of C2 activities (Oct 2018), it will compose the music of our project output "Magic Hands". Prepare the suitable surveys and questionnaires.

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ROMANIA will be responsible from the foundation of project facebook and application and preparation of C3 activities ( May 2019 ).It will write the story of our project activity " Magic Hands" the third transnational meeting ( May 2020) POLAND will be responsible from the assistance of foundation of project website. It will design the fliers of " Magic Hands". TURKEY will be responsible from the management , communication of partner schools , dealing with risk management of project and preparation of C4 activities ( Feb 2020 ) .It will design the costumes of " Magic Hands".Other Turk partner Tömük Anatolian High school will be assistant of the project coordinator, in Turkey.

All the partners will also be responsible from the 32 months local activities and writing of the final report of the project and being ready in the country where C activities are going to be done and writing and forming a booklet containing photos as the output of our project's good results and experience and supporting the project website with their local studies and activities. and managing their national budget.

What are the most relevant topics addressed by your project?

Inclusion - equity

Migrants' issues

Disabilities - special needs

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

Working on this topic as six partner schools, each partner school will have the chance to draw attention to students who have different kinds of disadvantage in school and society by sharing good and positive practises among partner schools. First of all making an international project will have a positive motive at each school among its teachers, students and the parents of these students. From beginning of the project a well explanation of aims and activities of the project will provide us a full participation of every individual at our schools. Full participation is really important for our aims because teaching profession is not only providing knowledge about a teacher's study field but leading his/her students in all parts of social , education and working life. In a rapid changing world our students adapt themselves better and more quickly than their teachers. The methods , approaches and technics to reach students who have different character, ability and requirements must be renewed and improved in accordance with the requirements of the age and the generation we educate. We also aim to increase the percentage of our disadvantaged students having equal opportunities in education.

When we start to carry out our planned activities in local and international platforms , our colleagues raise awareness both on their poor opportunity students and their teaching career , their problem solving and dealing ways. Even meeting with their European colleagues while C activities at different countries will motivate them learning a foreign language, trying the new observed and experienced technics in their lessons and sharing what they have learned with their other colleagues at local .

Education is a complex job , people effect and teach each other using lots of hidden messages from body language , mimes, attitude and behaviour. Coming together and seeing how the teachers and students of different schools in different countries struggle with different kinds of problems in the process of education in every lesson will provide the participants a valuable positive benefit. During each learning and teaching activity participants will have the chance of observing the methods and teaching activities the host partner use and making brainstorming meetings , they can exchange their ideas , differences and opinions about the similar problem at their school. By this way they will get the opportunity to share and develop a better way for some approaches.

We believe that each partner has a new way and a good practice to teach one another. This will bring variety and motivation to the project teams, teachers and students. Every new method, approach that the teacher participant get will be a positive return to his/ her all students. We will also observe and experience cultural differences and integration of intricate school subjects practical coming to life.

After each learning and teaching activities , partners' writing the report of gained experience and the influence of the activities will provide us valuable results for local studies and dissemination.

With the seminars , conferences, workshops we also aim to change the parents' traditional ways of raising children and to ensure that the families have sufficient support and information.

At the end of the project as it is stated in the strategic plan of EU 2020 our carried out experiences will also have a positive effect on

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preventing the early school leaving risk of our disadvantaged students as we will develop different teaching methods and teaching materials, including cross curricula links, make learning more attractive, strengthen students' acquisition of learning skills and develop knowledge and understanding among young people and education staff about the diversity of European cultures and languages and their values. Being a partner in this project will provide each partner school improving their students' and teachers' use of digital equipment, developing students' vision of the world and taking the best out of the quality of class management of the other European partner schools.

**E.1. Participants**

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

The participants of this project can be classified as direct participants and indirect participants. Direct teacher participants will benefit from the movement activities of the project and will participate in the learning, teaching or training activities of the project. Indirect student participants will be chosen from disadvantaged ones. Indirect participants will be the rest of each partner school's teachers, students and parents.

The direct participants of the project who will benefit from learning, teaching or training activities will be determined by an objective selective committee. The suitable candidates will be among the ones who:

- \* Knows at least A2 level of English,
- \* Has between 15-25 years of teaching experience,
- \* Has been involved in different school activities willingly
- \* Accepted to work on this project by signing the project announcement document
- \* has been a class guidance teacher for the last 5 years.
- \* has knowledge and experience on the project study topic
- \* has Europass

The direct students participants will be the all disadvantaged students in each partner country. They will benefit directly from the all local activities of the project.

We will involve the poor opportunity students and their parents of six partner school into every activity in the local project activities. We will organize informative seminars for our teachers, demonstrate activities which they can perform while teaching their subjects. The local activities will be carried out with the teachers students and parents together.

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?

1200

Which types of situations are these participants facing?

Economic obstacles

Cultural differences

Disability

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

As our project is completely related to the participants some of whom are disabled, lower social class family members and who have economical family, cultural problems, we will support and engage all of them in the planned activities.

For the ones who have economic obstacles we will support them with the sponsors and the annual budget of each school

For the ones who have cultural differences we will support them with presentation about different cultures and organize workshops, group activities and psychological support.

For the ones who are disabled, we will support them with accompanying persons.

For all the participants above of the project, we will provide linguistic, cultural, social preparation support by the project team of

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each partner country.

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:

1500000

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

Each partner school will organize a meeting to give information about the project to their own students, parents and teachers . ( 10000 persons )

Transnational meeting 1-2 -3 will be done with 2 teachers from each country. ( 36 persons )

In each leaning, teaching, training activities ( C 1,2,3 ..... ) the direct participants of each country and the whole school members of the host country ( 3100 )

The teachers , students and parents of the schools in education area of each partner school. ( 30000 )

Each partner school will share the project activities , outcomes and reports via project websites in 5 languages and school websites, e-twinning portal, school education gateway, EPALE , local TV and radio channels , newspapers ( 100000 )

The booklet of the project will be delivered to the all schools in the region of the education area. ( 35000 )

Two conferences to the teachers , parents of all students in the education area about "Approaches to adolescents and children and ways to solve communication problems with them " given by the experts of Provincial Guidance research center of each partner school. ( 12 000 )

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**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.

**A-BEFORE PROJECT ARRANGEMENTS:**

- \* Each partner school will choose a coordinator to arrange the project studies and preparations
- \* Coordinator of each school has formed a project team that consists of willing and qualified teachers
- \* Each partner will sign "the agreement" among their direct participants
- \* Preparation and application of questionnaires to find out the concrete benefit of the project using psychological questionnaire with scientific validity
- \* Preparation of Erasmus Corner
- \* Announcing of the Project at Erasmus Corner, at school website, at Provincial Directorate of Education website and by meetings with students and their parents
- \* Designing of a project Logo
- \* Flyers which include aims, goals and activities of the project will be handed out to inform the schools and public in the education region
- \* Each partner school will make a presentation of their region, their city and their schools,
- \* Each partner school will prepare posters introducing other 5 partners' country, city and school in order to learn each others culture

**ADMINISTRATIVE ARRANGEMENTS,**

- \* Each school will make a study plan
- \* Each partner school's coordinator will be responsible for accomplishment, verification, supervision of the tasks accordingly to the schedule by communicating via skype, whatsapp and mails and two transnational meetings whose participants will be the national project coordinator of each country's and an assistant teacher.

**- VOCATIONAL ARRANGEMENTS,**

- \* Travel and passports arrangements of participants. By communicating with the contact person of partners to organise accommodation of participants.

**B-ON PROJECT ARRANGEMENTS:**

- \* The kick-off meeting in December 2017, the project's organization will officially start. However, the core idea grew over the previous years, and all the partners are already generally aware of their future tasks.

- \* During the meetings each partner will explain their own methodology used to organize each assigned tasks.

In particular, they will define:

- the revising of the study plan made before,
- how they are going to organize the visits of the other partners in their country, including planning of the travel and accommodation arrangements for mobile participants;
- information about each selection procedure per partner of the students participating in the project;
- the planning and organization of each learning and teaching activity
- the planning and application of the surveys and questionnaire
- the elaboration of the survey to be carried out among stakeholders;
- the evaluation of the surveys and questionnaires

**C-AFTER PROJECT ARRANGEMENTS:**

- \* the organization of disseminations
- \* the planning and organization of accessibility and sustainability
- \* the planning and writing the final report of the project
- \* the evaluation of the mid and final report

The coordinator will take care of systematic evaluation and final products of the project.

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**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".

OCT. 2017 : Project starting meeting , task distribution for the project notice and activity board  
 NOV. 2017: Preparing project corner in the school website , Informing students , parents and teachers about the beginning of the project, Forming a Voluntary Youth Platform (VYP).  
 DEC.2017 : Informing about partner countries, Local press news about the project, KICK OFF MEETING in Latvia, setting up a project website, each school will start the "The land of Colors" activity and "Magic Hands ( MH )"  
 JAN. 2018 : Introduction of project partners at the school project website, Preparing and defining the scales to be used to determine statistical results and measure project success, Introduction of Italy on the project board  
 FEB. 2018 :Introducing partner school students with each other via skype, informative meeting for students' parents about the project , applying of pre-tests , Preparing a project logo .(C1 in ITALY)  
 MAR 2018 : Sharing the experiences and the gained knowledge with the rest of our school teachers , Exhibiting the photos taken in Italy on the project board, Organizing a seminar about teenager psychology to our colleagues , planting trees with a group of teachers , students and parents. Forming a modelling club at school, the script of the MH ( Romania )  
 APR 2018 : Organizing a seminar about teenager psychology to the parents of our students, Creating a rhythm group whose members are from teachers and poor opportunity and problematic students Starting the activity " Play for the Friendship" in the local education area among teenagers,  
 MAY 2018 : Inviting a life coach to support and give information to our students , inviting a life coach to support and give information about how to behave a teenager to our students' parents,  
 JUN. 2018 :Sharing the experiences and the gained knowledge with the rest of our school teachers , Exhibiting the the photos taken in Latvia , updating the project website , Sharing information with the local press  
 SEP 2018 :introduction of Latvia on the project board, cultural and travel preparations for C2 activities in Latvia. i, language and cultural preparations, applying of mid-tests, collecting the garbage in the park close to the school in groups of 5 formed by teachers , students and parents , Latvia the music of the MH. Introduction of Latvia on the project board  
 OCT 2018 : C2 activities in LATVIA .Sharing the experiences and the knowledge we gained with the rest of our school teachers , Exhibiting the the photos taken in Romania on the project board, updating the project website  
 NOV 2018 : Sharing experiences via skype , facebook and mails, Giving seminars to the teachers' of schools in the local education area, Creating a music band and a theatre group from disadvantaged students.  
 DEC 2018 : A concert whose members are disabled musicians, Trekking with the parents ,teachers and disadvantaged students ,Italy the poster of MH  
 JAN 2019 : Performance of rhythm group , performance of school theatre group , Turkey costume of MH  
 FEB 2019 : The second transnational meeting in Italy .Sharing the experiences and the knowledge we gained with the rest of our school teachers and the life of famous disadvantaged genius people on the project board , project website , to prove that nothing is impossible  
 MAR 2019 : A conference about Socialization of disadvantaged groups for parents and teachers , Fliers of the MH in Poland.  
 APR 2019 : Introduction of ROMANIA on the project board.Organizing a kite festival and painting a wall with poor opportunity students.  
 MAY 2019 : C3 activities in ROMANIA. Performance of school music band , exhibiting students' different work  
 JUN 2019 : Exhibiting the photos taken in Turkey on the project board .Visiting the city zoo, playing paint ball ,  
 SEP 2019 : Updating the project website, analysis and evaluation of test results. Forming a school creative drama club.  
 OCT 2019 : Sharing the results of the test and experiences on the project website , comparing the cultures of partner countries,  
 NOV 2019: 15 hours Psychosocial training course for teachers  
 DEC 2019: Playing the activity 'How can we solve the problems ?'  
 JAN.2020: Cultural and travel preparations for C4 activities in Turkey ,introduction of Turkey on the project board, Organizing seminar 'How can we empathize?'  
 FEB 2020: C4 in TURKEY. Kareoke contest among students, applying of end-tests.Writing a fable with groups and acting out their story.  
 MAR 2020: Giving seminars to the teachers' of schools in the local education, Preparing posters for human and children rights.  
 APR 2020: Logo design with geometric shapes for the creative drama club Sharing reports ,evaluation results, final check of the project report  
 MAY 2020: Sentence completion game in English.Final transnational meeting in Romania .Preparing a handbook of our project  
 JUN 2020: Writing the final report of the project, project website update

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

From beginning of the project effective methods will be used at each step of the project. We provide the communication between partners via technological devices such as skype, whatsapp and mails.

The budget of the project will mostly spend on projects activities and travel expences. Each partner school will have the control of its annual budget. Each partner either hire an accountant or give the responsibility to their school project coordinator. We will form a monthly budget chart. The annual budget will be divided into months according to the type and need of activities. Some of the budget will be saved in case of an unexpected expence happens. Each partner will keep a project budget book and record the invoice and receipts of every spending in order to check and control the use of budget.

We will provide the quality of the project from beginning to the end by a carefully planned management of each phase of it such as transnational meetings, activities, budget, dissamination and preparations. Before each local and transnational activity pre-tests and post-tests will be carried out by objective practitioners. Each school will get help from local national project experts to prevent time and budget waste. We will compare, observe, report and share each partner's studies and results.

We will also use the project cycle management to improve the project design quality, to increase the effectiveness of the application, to guarantee the benefit to be provided and to ensure its continuity. The project cycle management will provide us to reduce the inadequacies in designing and preparing the project. to ensures that the project is relevant to the needs of the target groups to ensures that the activity of the project is continuous and to predicts participation of all stakeholders in the design and implementation phase. We will prepare the Logical Frame Matrix to check and control the success of the project.

Each partner school has already formed a project team. The teachers in these teams will share the responsibility of the activities of the project according to their area of expertise and abilities. The project team will also divided into small study groups to perform the preparation, activity application, communication with partners, monitoring the activities, budget management and dissamination activities. The distribution of the responsibilities will minimize the risk of making mistakes and will make it easy to check and control the performed studies. The control of each group of the project team will be made with monthly meetings by the school project coordinator of each partner school.

The educations and activities of the project will be carried out through seminars, by testing, observing and learning by living activities. The success and the results of each project activity will be provided by the tests which will be carried out by the school guide teacher and an expert from the university psychological guidance specialist. We will also observe the behavioral change of our students and teachers in the direction of project purpose. We will also make the comparison of local activities at each partner school via project websites and videos which will be shared through facebook and project website.

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?

We plan to make three transnational project meetings. The first one will be organized as the kick off meeting. The coordinators from the six partners and an English teacher will join this meeting in December 2017 in Latvia. The second one will be held in Feb 2019 in Italy. The last one will be held in May 2020 in Romania. These meetings will lasts for three days.

In the first meeting the participants will come together to do the following tasks.

Day 1 : Introduction of Partnership, Presentation of institutes and teams by all partners

Objectives, Partner cooperation and communication

Expected Results

Day 2 : Target Groups

Project Management

Learning / Teaching / Training Activities (All participants)

Budget Issues

Management rules for SP by representative manager of "Erasmus+ National Agency Expert

Partnership Agreement + Budget control and time management

Day 3: Internal Quality Assurance Mechanisms, External Quality Assurance Mechanisms

Presentation of future events

Discussion among the partners for organizing upcoming meetings, Multiplier Events and Learning/Teaching/Training Activities.

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In the second transnational meeting in Feb 2019 in Italy:

Day 1 : Preparation for the end Report , Presentation of each partner's deliverables ( All participants )

Upgrade of the present e-class

Discussion on the dissemination , evaluation of C activities and viability

Day 2 : Multimedia materials , Deadlines reminder , Educational material and exercises

Day 3: Discussion for the second budget payment for partner institutions and increasing the impacts of project activities

Upcoming Skype meetings

In the last transnational meeting in May 2020 in Romania :

Day 1: Dissemination plans ( Latvia ) , Evaluating test results

Day 2: Evaluating the seminars, conferences affect

Day 3: Planning of writing the final report of the project,

How will you communicate and cooperate with your partners?

At the beginning , mid and end of the project we will organize transnational meetings with two participants from each partner country. We will use skype, whatsapp , face -book, mails and telephone to communicate and cooperate with partners. Although every partner school has a project team , the representative and communicative key person of each school will be the contact person or persons of partner schools. We have already have a good communication for two years and we planned and carried out our project's every step by means of our mails , whatsapp messages . The cooperation among partners have been continuing from the beginning of the partnership, while preparing this form we have been always in contact and cooperation. We will also write all the task distribution and responsibilities in the partnership contract for both a qualified project work and reducing the risk of management.

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

The responsibilities of the coordinators are to

\* monitor and ensure the project implemented in accordance with the grant agreement

\* act as the intermediary for all communications among the beneficiaries of the project

\* Inform the national agency of any change to the name, address, legal representative, legal, financial, technical, organisational or ownership situation of any of the beneficiaries;

\* Be responsible for supplying all documents and information to the project participants .

Coordinators will also be responsible for managing the project budget in order to ensure the successful implementation of the project. Coordinators will clearly outline the timing and conditions for payments to partners in any partnership agreement.

The Project Risks and measures for handling them in the Process of Planning:

- the lack of detailed plan of activities (learning, teaching, training) will be dealt with during the first Kick off meeting if any other problems arise among partners then the coordinator of each school will be responsible for a fluent and efficient communication and cooperation to solve the problem.

- At the transnational kick'off meeting , Coordinator country will prepare the agreement contract and it will be signed by each school's coordinators.

- insufficiency of the participants will be dealt with cultural , linguistic preparations.

- preparing a detailed budget will be done by the project team of each partner either themselves or hiring an accountant,

- distributing the task according to the participants' skills, abilities and experiences will be done during the project planning communicating by e-mails.

- efficient dissemination plan will be done during the second kick off meeting

If any conflict about planning and implementation of the project apart from foreseen happens , the project coordinator (Turkey) contact person will bring a solution to the problems and other partners will accept the solution that is offered and found out by the project coordinator.

Before the Mobilities:

Risk1: The death, illness problems of the participants

Measure1: Replacement lists will be constituted.

Risk2: Losing the plane-ticket, passport, visa or health insurance documents.

Measure2: Photocopies of the documents will be uploaded to mail hosting.

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Giving information to the embassy of the partner country we will visit before going there.

Risk3: The lack of English of the participants

Measure3: Extra English courses will be organized for them.

During the Mobilities:

Risk1: The participants' exposure to accidents, illness or death.

Measure1: The health and life insurance will be made before the mobilities the telephone numbers and the communication addresses of the embassies will be provided and available at the participants.

Risk2: The participants' being lost

Measure2: All the participants will have mobile-phones, that are opened to international communications.

Risk3: The telephones' being lost and existing communication problems

Measure3: The participants will have the telephone numbers of other participants and embassies, nearby, in the handbags or pockets.

Risk4: Losing the return-ticket, passport, visa or health insurance documents

Measure4: Photocopies of the documents will be uploaded to mail hostings.

Risk5: The lack of cash money.

Measure5: Master Cards or Visa Cards will be provided by the participants. Enough amount of money will be uploaded.

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

The Erasmus projects have high budget and they are serious projects. We try to plan it in details and carefully. We will monitor it at our school with creating business packages and logical Frame Matrix. The project monitoring is the check point of how successful we six partners carry it out so it must be also done objectively and frequently. Therefore In every country there are local national agency project experts and they will monitor the activities apart from each partner school. The partner schools also get help from the Guidance Research Center of their city for monitoring the project.

How will you assess the success of your project?

The following activities will be put in place in order to assess whether and to what extent, the project reaches its objectives: The partner schools will make monthly project activity plan showing when, by whom, with how much budget, how the local and international activities will be performed besides the gant chart. We will also,

- make regular evaluation sessions
- choose the appropriate evaluation tools
- use them during and at the end of the project activities
- make data analysis
- make the interpretation of the data
- prepare evaluation reports, feedback reports, check lists, student progress reports and observation reports.
- gather the opinions of direct and indirect participants
- collect the impressions of other teachers, parents, students and teachers from neighbor schools, staff of the participants schools, educational authorities and representatives of the organizations (invite them to some project activities and promotional meetings)

Quantitative Indicators:

- The percentage of "early school leaving" at the beginning of the project.
- The percentage of "early school leaving" at the end of the project (contributing to the achievement of the objectives of Europe 2020 Strategies of Educational about reducing early school leaving)
- The percentage of achievement in English at the beginning of project.
- The percentage of achievement in English (at the end of 1st year and the following years)
- the number of students, teachers involved in the project activities, actively and indirectly
- the number of people (outside the partner schools) attended to some activities of the project

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- the number of people satisfied with the project activities and results
  - the number of hours of extracurricular activities in all partner schools (increasing the strategically thinking skills of the students; raising awareness; raising students' involvement, motivation and positive self-perception)
  - the number of hours of extra lesson plans (prepared by various course teachers)
  - the number of the created tools (educational outputs) to be used at the learning/teaching/training activities of educational systems.
  - the number of international visits and local trips ; promotional outputs and meetings
  - the number of associations, institutions, organizations took part at some project activities.
- Qualitative Indicators:
- Positive results of evaluation reports, feedback reports, check lists students progress reports and observation reports.
  - Positive opinions of the direct and indirect participants
  - Positive impressions of other teachers, parents, students and teachers from neighbor schools, staff of the participant schools, educational authorities and representatives of the organizations
  - The results showing the positive perception of 'respect', 'tolerance', 'human rights', 'differences'
  - Satisfaction of the participants from the acquisition of new skills: , making international friendships; breaking cultural stereotypes; overcoming prejudices, discrimination)
  - Positive opinions of disabled participants and the disadvantaged social groups and minorities about the project.
  - Satisfaction of partner schools for decreasing school-drops , decreasing social – exclusion and increasing prestige of their organizations

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?

We plan to use School Education Gateway, e-Twinning, EPALE and project website and national agencies websites.

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

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

Yes

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

The learning, teaching and training activities are very important in our project because we will share and observe the good practises of each partner school's methods, techniques and approaches by these activities. During these activities we will all together check the suitability of the activities to the problem tree and make necessary changes if required according to activities in line with current situation analysis for the project's success. With the help and results of monitoring of the project if necessary, the activities will be reorganized in the direction of the balance between the budget spent and the paralelia of the benefit provided by the action. These learning, teaching or training activities will provide a great opportunity to observe and exemplify the host school's national and local good practices to the other countries' participants and even to co-develop them all together. They will also help to compare the work done by the activity host school with the work each school has done locally. By seeing and witnessing, participant teachers will get the chance to develop and update their teaching career to the level of their European colleagues. In parallel, local activities of the project will help us to provide the sharing of maximum benefit of the international activities' results.

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

Activity No.	C1
Fields	School Education
Activity Type	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	<p>Day 1: Day 1: Meeting and Greeting party in ITALY</p> <ul style="list-style-type: none"> <li>*Ice-breaking activities for students and participants</li> <li>*Visiting the school and laboratories</li> <li>*Taking some new photos of the schools and students as an icebreaker</li> <li>*Application of questionnaire about expectations of participants for this meeting</li> <li>*A meeting with the Voluntary Youth Platform members of Italian partner school</li> </ul> <p>Day 2: *Choosing of the suitable logo that will use on the project web-site.</p> <ul style="list-style-type: none"> <li>*Attending a seminar about what Pisa exams are, how important they are in education.</li> <li>*A musical show in English language open to all pupils of the school.</li> <li>*Visiting Montesarchio City, Municipal Tower Museum</li> <li>*Taking videos of the sample lessons to share on periscope, twitter, instagram, viva...</li> <li>*Recording video while visiting in order to use them on project work</li> </ul> <p>Day 3: *A theater in English-</p> <ul style="list-style-type: none"> <li>*Exchanging ideas about class management by using technology</li> <li>*Sharing of creating a sample lesson using learning apps. for teaching a subject in Math.</li> <li>*Visiting main troustic sites of the region ( Pompei -Volcana Vezuvia )</li> </ul> <p>Day 4: *Tresure hunt in the school or in the old town in montesarchio( tower or castle)</p> <ul style="list-style-type: none"> <li>*Sharing and exchanging ideas on the sample lessons using group classroom activities</li> <li>*Creating a blog and project web-site</li> <li>*Visiting Naples and Citte Della Scienza</li> <li>*Recording video while visiting in order to use them on project work</li> </ul> <p>Day 5: *Pet therapy at school or in a animal farm</p> <ul style="list-style-type: none"> <li>*Watching the film "Like stars- on Earth " and making comments and discussion on it with students and teachers.</li> </ul> <p>Day 6: *Singing English and Italian songs together, telling national folk stories .</p> <ul style="list-style-type: none"> <li>*A seminar about "Ways of building Empathy" and playing a game among teachers for empathy building practice</li> <li>*Visiting Benevento or Royal Palace of Caserta.</li> </ul> <p>Day 7: *Final application and evaluation of questionnaire about expectations of participants for this meeting. Evolution of tests using SPSS.</p>

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\*Writing a short report of the C1 activities.

\* Recording video while visiting in order to use them on project work

\* Participating certificate ceremony.

Country of Venue	Italy
No. of Participants	35
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Mahmut Arslan Anadolu Lisesi Colegiul National de Informatica "Carmen Sylva" Petrosani Gimnazjum nr 1 im. Zjednoczonej Europy RIGAS PARDAUGAVAS PAMATSKOLA

Activity No.	C2
Fields	School Education
Activity Type	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	Day1 : * Meeting and Greeting party in LATVIA *Ice-breaking activities for students and participants *Visiting the school and laboratories *Taking some new photos of the schools and students as an icebreaker *Application of questionnaire about expectations of participants for this meeting Day2 : Sharing its experience of work with children having posture disorders *A meeting with the Voluntary Youth Platform members of Latvian partner school * Sharing of creating a sample lesson using learning apps. for teaching a subject . *Performing a shadow play theater which is prepared by students and their teachers to the parents and students *Recording of activities that are done. *Uploading of them on web-site and blog *Visiting the city of Riga Day 3: Sharing experience of work with children having speech problems *An informative seminar given by the speech therapist of the school of Riga Pardaugava *The advantages and disadvantages of using ICT in education. Day4: Teacher Training activities about dealing with different disadvantaged students, * Making a single picture with linear joints rotating in a chess game Under the scope of the "Lands of Colors" *Taking videos of the sample lessons to share on periscope, twitter, instagram, viva.. *An informative sample lesson about problems in learning , * Visiting the castle of Riga Day 5: * Stone painting activity in groups of ten persons teachers and students together *Visiting Benevento or Royal Palace of Caserta. * Recording video while visiting in order to use them on project work

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\*Final application and evaluation of questionnaire about expectations of participants for this meeting. Evaluation of tests using SPSS.  
 \*Writing a short report of the C2 activities.  
 \* Participating certificate ceremony.

Country of Venue	Latvia
No. of Participants	30
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	Mahmut Arslan Anadolu Lisesi Colegiul National de Informatica "Carmen Sylva" Petrosani ISTITUTO DI ISTRUZIONE SUPERIORE "ENRICO FERMI" Gimnazjum nr 1 im. Zjednoczonej Europy
Activity No.	C3
Fields	School Education
Activity Type	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	Day1: Meeting and Greeting party in ROMANIA *Ice-breaking activities for students and participants *Visiting the school and laboratories *Taking some new photos of the schools and students as an icebreaker *Application of questionnaire about expectations of participants for this meeting *Creative methodology to develop active learning Day2: *Animate your class *A meeting with the Voluntary Youth Platform members of Romanian partner school *Exchanging ideas on teaching profession *Visiting the mountainous tourist area from town Petrosani Day3: Mosaic of Communication - the learning activity/the exchange of good practices *Socializing - essential factor of personal development * Performing a puppet theatre or show which is prepared by both students and teachers together to the whole school and their parents * Visiting the University of Petrosani. Day 4: New ways of creating the curriculum in your classroom. * Taking part in a sample lesson *Organizing a students' paintings auction open to the citizens *Regulation of the project web-site. and blog. Day5 : Methodology and exercises for developing personal skills. * Drawing pictures with closed eyes in groups of four *Final application and evaluation of questionnaire about expectations of participants for this meeting. Evaluation of tests using SPSS.

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\*Writing a short report of the C3 activities.

\*Farewell party

\*Participating certificate ceremony

Country of Venue	Romania
No. of Participants	30
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	Mahmut Arslan Anadolu Lisesi
	Gimnazjum nr 1 im. Zjednoczonej Europy
	ISTITUTO DI ISTRUZIONE SUPERIORE"ENRICO FERMI"
	RIGAS PARDAUGAVAS PAMATSKOLA

Activity No.	C4
Fields	School Education
Activity Type	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	<p>Day 1: *Meeting and Greeting party in TURKEY</p> <p>*Ice-breaking activities for students and participants</p> <p>*Visiting the school and laboratories</p> <p>*Taking some new photos of the schools and students as an icebreaker</p> <p>*Application of questionnaire about expectations of participants for this meeting</p> <p>Day2- * Expressing different feelings using rhythm in a group</p> <p>*A meeting with the Voluntary Youth Platform members of Turkish partner school</p> <p>* Playing "silent film" game together with parents, teachers and students</p> <p>*Visiting Tarsus , (the birth place of St. Paul, The Church Mosque, The Roman-era Cleopatra's Gate, Historic Houses, Saint Paul's Well)</p> <p>* Recording videos of visiting places.</p> <p>*loading of videos that are recorded before on project web-site and blog by students.</p> <p>Day 3 * A sample Literature lesson , teaching punctuation marks using miming and role playing activity,</p> <p>* Making cookies together with their teachers at the dormitory of the school.</p> <p>*Visiting Disadvantaged Groups Department of MERSİN</p> <p>* Visiting " Kanlı Divane", " Yapraklı Koy", "Narlı Kuyu.</p> <p>*Recording videos of visiting places.</p> <p>*Loading of videos that are recorded before on project web-site and blog by students.</p> <p>Day 4 : * A sample lesson in English making present continuous tense while playing Earlobe in groups in the school garden.</p> <p>*Visiting Arbella pasta factory</p> <p>* Recording videos of visited places.</p> <p>*Loading of videos that are recorded before on project web-site and blog by students.</p> <p>Day 5: * Painting the wall in the school gardens by groups of students as the memory of the project .</p>

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- \* Exhibition of drawings showing the students' emotions
- \* Karaoke Competition at school,
- \* Visiting Tissan by a boat tour.
- \* Recording videos of visiting places.
- \* Loading of videos that are recorded before on project web-site and blog by students.
- \* Final application and evaluation of questionnaire about expectations of participants for this meeting. Evaluation of tests using SPSS.
- \* Writing a short report of the C4 activities.
- \* Participating certificate ceremony.

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	Gimnazjum nr 1 im. Zjednoczonej Europy
	Colegiul National de Informatica "Carmen Sylva" Petrosani
	ISTITUTO DI ISTRUZIONE SUPERIORE "ENRICO FERMI"
	RIGAS PARDAUGAVAS PAMATSKOLA
	tomuk anadolu lisesi

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 project coordinator of each school and the every partner's project team's sub-team will be responsible from the selection, preparation and support of the participants. We have determined criterias for selecting participants. We will also create work packages groups to fulfill the necessary requirements of the participants like activity materials, language and travel preparations, cultural preparations, speakers of seminars and conferences. We have already told how we will ensure their safety during the training, teaching or learning agreements in the risk management section of this form.

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?

We will provide the participants with Europass, ECVET and seminar attendance document given by local authorities. We will also provide them with the participant certificate to the activities at the training, teaching or learning activities in every country.

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**H. Follow-up****H.1. Impact**

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

Impact of this project can be examined from the most effected group to the least.

Taking part in learning ,teaching , training and travelling activities will make the participants extend their abilities on, problem solving ,dealing with students who are different from their peers because of having poor opportunities.Our teachers will also enlarge their awareness about these students who have risk of exclusion and to gain different perspective on various culturel ,ethnic,faith groups.They will also gain to cooperate with people from different countries and find solutions, and being the part of a partial solution of an international problem.Taking part in a project and conducting research on our own professional career as teachers in a foreign country opens the horizon and contributes to personal development.The more the teachers are qualified and have updated professional skills, the more useful they will be for their students and their country. Another expected impact of our project is helping our disadvantaged students overcome their prejudices about themselves and the community about them and improving the ability of families to approach their children and communicate with them is another impact we expect.

The partner schools will become more preferred ones and their academic and social success will increase with the help of the carried project., and will be more eager to work on different kinds of projects both in local, national and international areas seeing how useful and motivating they are for students and themselves.The students and the teachers of each partner school will improve a positive attitude to understand and exchange experience and problems in an objective scale. The partner schools will have the chance to observe the positive and negative sides of each other and will benefit from the good approaches and practises which other schools use. and this will provide a change in the point of view of the participants at every school.Working on an international problem together will not only make the partners learn each others cultures, education systems, life perspective but also provide to cooperate in harmony with each other.

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

This project's results and studies will be a good example to the others in the same education area.To arise a regional awareness to the similar problems at the schools by giving informative seminars and by making workshops to the different society levels , from parents to local people living in the area will provide the project to reach a good impact .The results and experience of the project will be shared to the other stakeholders with local radio programmes , newspaper articles and symposiums. We will talk and work with the municipality to arrange and bring facilities to the daily life of disabled people and to organize activities to the poor opportunity teenagers and their families living in the city such as providing them to have the chance to go to an opera or to do paragliding or to take them to the city funfair .We can also organize personal development trainings and courses given by the experts .As a result of our project we will learn the different reactions and solutions to the same problems in a peaceful manner. When we consider the international impact of our project ,first of all partners schools will develop understanding and good willings for each other.We will develop a good relationship among different nationality , background people.W e will be able to improve and develop the conditions of our teachers and students in their social and education life, which can't be a minimized effect. ,

How will you measure the previously mentioned impacts?

The progress of the project will be evaluated in several different ways:

- Students will keep a digital diary during the project (video or audio) about their work and about the project. We will use these later in the end of the project for the evaluation process.
  - There will be also conference calls through Skype during the activities where students and teacher will reflect on their findings.
  - The project website will also have a Blog on which students, teachers and visitor will post their feedback on the activities.
- In the end of the project we'll have questionnaires and interviews about the overall impact of the project on students, parents, teachers, local communities.

**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.

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As regard of the target audience of this project and dissemination stage we will proceed as follow:

Inside all the schools participating to the project:

- students participating to the project,
- teachers,
- headmasters,
- students who will not participate in the project but who are disadvantaged
- parents of the students

Outside all the schools:

- students of the schools in neighborhood,
  - teachers of the schools in neighborhood,
  - parents of the students in the neighborhood schools
  - citizens
  - the users of project website
  - the users of computer
  - the university staff and students
- International Platform
- the visitors of e-Twinning portal
  - the visitors of project website
  - the readers of the booklet in different languages

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

We will share our project's results with the activities which we will organize in the local. These activities will be seminar, workshop, symposiums and local radio and TV programmes. We will publish its results as a handbook in each partner country's language and in the local newspaper. We will share the learning outcomes of the project in school, project and National Education Directorate's websites, e-Twinning and schoolgateway portals. We will also send the results and the report of the project to the schools in the education region and psychology department of the university in our cities. We will invite teachers from different cities close to us to share our gains and experiences and give seminars to them.

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?

Project teams of partners and school managements will be responsible from the every step of the dissemination activities. Our project teams will put together experienced staff for project management and dissemination activities. We also count on the collaboration among all partners. Every partner school has psychological counselor and school guide teachers and our partner Italy has two psychologists, our partner Latvia has two speech therapists and medical therapists and a psychologist and all partners have some skilled staff to plan and direct these activities. The coordinator of the project has also connection with local newspapers and media. If needed a professional person will be hired to help us to carry on and reinforce the aimed dissemination activities.

Before the project, the participants of all partners and the schools in the neighbourhood will be informed.

During the project after the first four activity phase each partner school will organize study surveys and define outputs, local newspaper and TV channels will be used for the dissemination activities. Also all partners will implement continuous dissemination activities through Facebook Pages

At the end of the project we will organize seminar all month for our students and parents and 4 well attended seminar (at visit time in different countries) for another schools, local authorities, Non-Profit Organizations (NGO), school governors, local councillors & Mayors, all lifelong learning community. Human resources and grant will be use for these activities.

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.

We will provide an open access for all materials developed through our project. The project, school websites and the project description in the e-Twinning and national agency portals will have free access for anyone who wants to get use of our project's results and good sides. As we already work on this project to provide benefit to all whose problems are similar to ours.

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

We will share the project outputs on the project and school websites so that they can be found in an environment that anyone can

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access. We will also share them by a small handbook which contains the outcomes of the project. We will also create a blog, cloud system, e-journal and from the beginning up to the end of the project whole partners will share information on them. Other users will reach all project materials from project web-site, blog, cloud and ask their question project team via e-mail. Each month the results of the activities will be published on e-journal, web-site and blog. In particular we think that we will share the photos, results of surveys, documents about ICT and other outputs in the seminars and on the radio program

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.)

We will try to increase the benefit provided by this project for all partners by getting help from Non-profit social responsibility associates and national agency offices of each partner school. We have planned our project activities monthly and we divide our annual budget to months and we will spend it controllably according to the type and necessity of monthly activities. The dissemination of the project will begin with the project. We will at once create a project website and inform the local stakeholders about our project and its activities immediately. The project task distribution will not only be done among partners but also will be carefully done among the project team of each partner school. At the first transnational meeting we sign an agreement on performing the activities of the project and about responsibilities of each partner school. With the signed legal liability agreement we hope not have any problems as a result of both goodwill and sense of responsibility and legal liability agreement. Communication relationship will be strong enough to inform and carry the local activities in a co-ordinated way and this will provide us to take measures immediately if any unwanted and unexpected problems occur in any stages of the project. We will use as many different dissemination tools as possible such as seminars, workshops, conferences, exhibitions of our students' work, social media, website of the both partner schools and the project. We will prepare a handbook in all partners' languages in digital form and in the published form. We will get use of the local media (television, radio programmes, newspapers). We will get the support of municipality and voluntary youth groups from the previous graduates of our school and university students. The learning, teaching and training activities which will take in four different countries will also multiply the effects of the local project activities because they will open new horizon to each partner schools teachers and sharing good practises will provide us to develop and improve the practises our partner using.

### 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 can achieve sustainability if there is an effective disclosure that takes the whole community to understand the importance of the project, so that they feel the need to also participate in future initiatives interaction between students from different countries. Possibility of extending the project on a large number of beneficiaries by concluding of new partnerships with other schools in the country and abroad;

- Organizing and participating in various activities on "Every Student is Special",
- Participation in media interventions (giving interviews, preparation of articles in various publications),
- Sharing a portfolio of project activities under the theme "Removing disadvantages";
- Develop a long-term strategy involving Church, Mosque, Community Local, Parents Committee, NGO's
- Involving a larger number of teachers and students,
- Organizing an edition every year for the congress or seminars "Every Student is Special",

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**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
934666393	Applicant Organisation	Mahmut Arslan Anadolu Lisesi	Turkey
945528065	Partner Organisation	Colegiul National de Informatica "Carmen Sylva" Petrosani	Romania
923742059	Partner Organisation	tomuk anadolu lisesi	Turkey
944388606	Partner Organisation	ISTITUTO DI ISTRUZIONE SUPERIORE "ENRICO FERMI"	Italy
939718153	Partner Organisation	RIGAS PARDAUGAVAS PAMATSKOLA	Latvia
930774462	Partner Organisation	Gimnazjum nr 1 im. Zjednoczonej Europy	Poland
Total Grant Requested			56000.00

**I.2. Transnational Project Meetings**

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
934666393: Mahmut Arslan Anadolu Lisesi	Turkey	2	>= 2000 km	760.00	1520.00
945528065: Colegiul National de Informatica "Car	Romania	2	100 - 1999 km	575.00	1150.00
944388606: ISTITUTO DI ISTRUZIONE SUPERIORE"	Italy	2	100 - 1999 km	575.00	1150.00
939718153: RIGAS PARDAUGAVAS PAMATSKOLA	Latvia	2	0 - 99 km	0.00	0.00
930774462: Gimnazjum nr 1 im. Zjednoczonej Eu	Poland	2	100 - 1999 km	575.00	1150.00
Total					17990.00

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PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
923742059: tomuk anadolu lisesi	Turkey	2	>= 2000 km	760.00	1520.00
934666393: Mahmut Arslan Anadolu Lisesi	Turkey	2	100 - 1999 km	575.00	1150.00
945528065: Colegiul National de Informatica "Car	Romania	2	0 - 99 km	0.00	0.00
944388606: ISTITUTO DI ISTRUZIONE SUPERIORE"	Italy	2	100 - 1999 km	575.00	1150.00
939718153: RIGAS PARDAUGAVAS PAMATSKOLA	Latvia	2	100 - 1999 km	575.00	1150.00
930774462: Gimnazjum nr 1 im. Zjednoczonej Eu	Poland	2	100 - 1999 km	575.00	1150.00
923742059: tomuk anadolu lisesi	Turkey	2	100 - 1999 km	575.00	1150.00
945528065: Colegiul National de Informatica "Car	Romania	2	100 - 1999 km	575.00	1150.00
934666393: Mahmut Arslan Anadolu Lisesi	Turkey	2	100 - 1999 km	575.00	1150.00
944388606: ISTITUTO DI ISTRUZIONE SUPERIORE"	Italy	2	0 - 99 km	0.00	0.00
939718153: RIGAS PARDAUGAVAS PAMATSKOLA	Latvia	2	100 - 1999 km	575.00	1150.00
930774462: Gimnazjum nr 1 im. Zjednoczonej Eu	Poland	2	100 - 1999 km	575.00	1150.00
923742059: tomuk anadolu lisesi	Turkey	2	100 - 1999 km	575.00	1150.00
Total					17990.00

**I.3. Learning/Teaching/Training Activities****I.3.1. Travel**

Total	96	Total	0	27760.00
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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
934666393: Mahmut Arslan	Turkey	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	7	180	0	1925.00
945528065: Colegiul Național	Romania	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	7	180	0	1925.00
939718153: RIGAS PARDAL	Latvia	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	7	180	0	1925.00
930774462: Gimnazjum nr	Poland	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	7	180	0	1925.00
945528065: Colegiul Național	Romania	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00
944388606: ISTITUTO DI IST	Italy	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00

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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
934666393: Mahmut Arslan	Turkey	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	6	180	0	2160.00
930774462: Gimnazjum nr	Poland	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00
939718153: RIGAS PARDAL	Latvia	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00
934666393: Mahmut Arslan	Turkey	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00
944388606: ISTITUTO DI IST	Italy	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00
930774462: Gimnazjum nr	Poland	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	6	180	0	1650.00

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945528065: Colegiul Natio	Romania	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
944388606: ISTITUTO DI IS	Italy	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	500 - 1999 km	275.00	5	180	0	1375.00
939718153: RIGAS PARDAL	Latvia	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	5	180	0	1800.00
930774462: Gimnazjum nr	Poland	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	2000 - 2999 km	360.00	5	180	0	1800.00
Total						96	Total	0	27760.00

**I.3.2. Individual Support**

## Short-term Learning/Teaching/Training Activities

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
Total				93	100	Total	0	0	Total	55600.00

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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
934666393: Mahmut A	Turkey	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	7	7	700.00	0	0	0.00	4900.00
945528065: Colegiul N	Romania	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	7	7	700.00	0	0	0.00	4900.00
939718153: RIGAS PAR	Latvia	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	7	7	700.00	0	0	0.00	4900.00
930774462: Gimnazjum	Poland	C1	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	7	7	700.00	0	0	0.00	4900.00
945528065: Colegiul N	Romania	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00

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934666393: Mahmut A	Turkey	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00
930774462: Gimnazjum	Poland	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00
944388606: ISTITUTO D	Italy	C2	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00
939718153: RIGAS PAR	Latvia	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00
934666393: Mahmut A	Turkey	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00
944388606: ISTITUTO D	Italy	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00

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930774462: Gimnazjum	Poland	C3	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	6	500.00	0	0	0.00	3000.00
945528065: Colegiul Na	Romania	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
944388606: ISTITUTO D	Italy	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
939718153: RIGAS PAR	Latvia	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
930774462: Gimnazjum	Poland	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	5	500.00	0	0	0.00	2500.00
923742059: tomuk ana	Turkey	C4	SP-SCHOOL-ONLY-EVENT - Short-term joint staff training events	5	4	500.00	0	0	0.00	2000.00
Total				93	100	Total	0	0	Total	55600.00

Form hash code: A3D4ACD69A20C4B0

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**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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Līguma numurs: 2017-1-UK01-KA219-036590\_4

(KA2 Stratēģiskās partnerības tikai starp skolām)



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

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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.

Six partner schools from LATVIA, ITALY, POLAND, ROMANIA and TURKEY established a strategic partnership for schools only because all partner schools have at least 15 % of poor opportunity students who are in danger of social exclusion and each school has some practises used in the local platform but not enough to provide a solution to the existing problems. Therefore as we have worked and known each other from an e-Twinning project, we decided to work on exchange of good practises, methods and techniques among partners and to integrate and improve the conditions of students who have disadvantages on different areas. We also aim to make the low opportunity and disadvantaged students to feel more confident included in peer groups and society, happy, satisfied, and ambitious to continue to their both high school and university education with the creative project group activities such as puppet theatre, model making, rhythm groups, seminars, conferences, games and social responsibility activities.

School life covers the most important part of a human's life. Although education starts in family, our future gets its shape mostly parallel with the education we have at school. The problems we face in life, even sometimes they may occur out of our control, mostly affect our education life. Even some of us can be born with some kind of flaws or disabilities, maybe one of our leg, a finger, an arm or number of our chromosome can be absent.

Our flaws maybe physical or they may occur while your life normally going on because of some traumatic events which we have experienced such as death of mother or father, divorce of parents, having to change the city, or country he/she lives with unfortunate results of tragic events.

The first objective of this project is to minimize the effects of these born or later occurred flaws, this can firstly be achieved with changing of the perspective, methodology, approach while educating them and our parents', teachers' and our society's understanding. The second objective is to create awareness and share our experiences and practises which we have used in national and international platform. The third objective, which is a result of the first and second objectives of this project, is to have all our students learn in a more peaceful atmosphere which is suitable for efficient learning and which will help them grow up as responsible, respectful and tolerant adults and European citizens. We aim to capture the energies that will trigger the dynamics with this project and create positive contributions not only to our students with disadvantages but also to the lives of all school stakeholders. Our project objectives also overlap with a lot of objectives of the European Union's 2020 Strategic Plan.

This project is coordinated by Turkish school whose 22 % of students are composed of poor disadvantaged students. As the coordinator of project we will manage the project with a planned, scheduled, testing monitoring methods in a flexible, tolerant and fair way. The participants of this project will be teachers from different branches and curriculums who have the necessary qualifications for being a participant in this project and all disadvantaged students of five partner schools.

The activities which will be performed in this project will cover all kinds of students who have poor opportunity and they will be done in groups to raise the feeling of inclusion in a group. They will make the students feel more self confident, responsible, social, positive, tolerant and outgoing. With the group activities of the project, we aim to learn the way of solutions in different countries and schools which we face the same problems while teaching our students. We believe that if we join under the consensus of ideas, we can get better results which can lead us to reach more people and make our studies more effective.

All the partners will contribute to the common tasks that we have defined together, according to their students' abilities and to their own possibilities.

The expected results creating a more relaxed and tolerant learning atmosphere in and outside our schools, developing a common sense of European citizenship, improving teachers ability and strengthening the profiles of the teaching profession, getting a better

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knowledge of our partners' cultures and traditions. Our project's motto is "UNION MAKES STRENGTH "

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

PIC of Organisation	Name of the Organisation	Country of the Organisation
934666393	Mahmut Arslan Anadolu Lisesi	Turkey
945528065	Colegiul National de Informatica "Carmen Sylva" Petrosani	Romania
923742059	tomuk anadolu lisesi	Turkey
944388606	ISTITUTO DI ISTRUZIONE SUPERIORE"ENRICO FERMI"	Italy
939718153	RIGAS PARDAUGAVAS PAMATSKOLA	Latvia
930774462	Gimnazjum nr 1 im. Zjednoczonej Europy	Poland
Total number of participating organisations		6

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## 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)			
934666393	Turkey	3820.00	5735.00	10900.00					20455.00
945528065	Romania	2300.00	4950.00	10400.00					17650.00
923742059	Turkey	3820.00		2000.00					5820.00
944388606	Italy	2300.00	4675.00	8500.00					15475.00
939718153	Latvia	2300.00	5375.00	10400.00					18075.00
930774462	Poland	3450.00	7025.00	13400.00					23875.00
Total		17990.00	27760.00	55600.00					101350.00
Project Management and Implementation									56000.00

## J.2.1. Project Total Grant

Grant Calculated	157350.00
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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.

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**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/eplink-efrms-privacy\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/documents/eplink-efrms-privacy_en.htm)

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**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:

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- 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):	

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**N. Annexes**

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

File Name	File Size (kB)
doc01986120170327165949.pdf	298
ka219 GANT CHART .xlsx	31
Total Size (up to a maximum of 10 240 kB)	329

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**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)

**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	2017-03-28 15:05:07 (Brussels, Belgium Time)	A3D4ACD695978957	YES	Your submission was successful. Submission ID: 1409474

**O.5. Form Printing**

Print the entire form

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