



**A. General Information**

This application form consists of the following main sections:

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

For more information on how to fill in this application form, you can read the e-Forms Guideline.

**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 adult education
Main objective of the project	Development of Innovation
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	Through our own eyes
Project Acronym	
Project Start Date (dd-mm-yyyy)	01-10-2017
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	30-09-2019
Applicant Organisation Full Legal Name (Latin characters)	Anastasios Dimopoulos-Ioannis Papadopoulos OE

Form hash code: 56216C61637BD962

Form has not been submitted yet



Form hash code



56216C61637BD962

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

Identification

EL01 (ΕΛΛΑΔΑ (ELLADA))

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

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



### C. Priorities

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

ADULT EDUCATION: Extending and developing educators' competences

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

HORIZONTAL: Social inclusion

Please comment on your choice of priorities.

Social inclusion of refugees is very important for the organisations of this partnership. Furthermore, gaining new competences is very important for adult and non-adult teaching and training organisations. This project will try to cater for both needs by creating a resource for transformative learning through art, a learning method that is constantly gaining ground in adult education and beyond. This resource will be used by educators to transform student perceptions about immigration, thus, aiding the social inclusion of refugees.

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

PIC	924087379
Full legal name (National Language)	Αναστάσιος Δημόπουλος-Ιωάννης Παπαδόπουλος ΟΕ
Full legal name (Latin characters)	Anastasios Dimopoulos-Ioannis Papadopoulos OE
Acronym	Lifelong Learning Centre Areadne
National ID (if applicable)	136848145000
Department (if applicable)	
Address	Efstathiou Karelia 13
Country	Greece
P.O. Box	
Post Code	241 31
CEDEX	
City	Kalamata
Website	www.areadne.eu
Email	info@areadne.gr
Telephone 1	+306978692936
Fax	

**D.1.1. Profile**

Type of Organisation	School/Institute/Educational centre – Adult education
Is your organisation a public body?	No
Is your organisation a non-profit?	No

**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).

Areadne is an accredited Lifelong Learning Centre in Greece (Acc. No. 2101309) specializing in professional and vocational programmes for NEETs, professionals and the general public. It came about after IP Educational and An.Di. IT Solutions merged in 2015. We offer online and face-to-face courses in Greek and English at various levels of the Hellenic Qualifications Framework (equivalent to the European Qualifications Framework). Our courses include languages, ICT, teacher training, tourism studies, business administration and more. Most of our courses include internships or other practical elements. Furthermore, we design or



evaluate courses for businesses and other organisations. Areadne employs 10 learning consultants/ trainers, all of whom hold advanced postgraduate degrees and over 10 years of experience in their area of expertise. Organizations we work with include schools, universities, national and international training companies and organizations, national and international NGOs, Chambers of Commerce, Employer and Employee organizations, local, national and international corporations. Our training centre is fully accessible by people with needs.

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?

Relevant experience
Areadne offers KA1 courses in intercultural awareness, inclusion, and managing multicultural classes. Furthermore, we train teachers and other specialists working in refugee camps. About 30% of students on our vocational training courses are of migrant backgrounds.
Key staff
Yanis Papadopoulos
Yanis is a language teacher and trainer working with migrants and refugees. Among other projects, he has worked with migrant children in formal education (Aristotle University), created and ran language and culture summer schools bringing together migrant and non-migrant primary school children (University of Thessaly), coached migrant parents (Aegean University), developed and led courses for migrant workers (Hellenic Confederation of Professionals, Craftsmen and Merchants), and designed educational games for the UN High Commissioner for Refugees (Athens branch). He holds a BA in English & Media and an MA in Bilingualism & Multilingualism by UK universities.
Tasos Dimopoulos
Tasos is an ICT expert and trainer. He has created and supported ICT systems for the Municipality of Kalamata, the Research Cultural Centre of Athens, and for a major project by the Computer Technology Institute & Presssupporting schools and teachers throughout Greece. As a trainer, he has been a longstanding collaborator of the Second Chance School of Kalamata and various organizations specializing in programmes for the elderly. Tasos holds a four-year degree in Computer Science and a master's degree in Software Systems. He is a certified adult educator.
Giota Gatsi
Giota is a teacher of foreign languages (French and Greek) in multicultural classes, and a human rights and all things intercultural teacher trainer. Her main affiliation is with Aristotle University of Thessaloniki, where she has taught and/ or researched Greek as a foreign language courses for children, and trained foreign language teachers both face to face and online. Other than that, she directs the psychosocial support of unaccompanied minors in Greek refugee camps, facilitates courses for multilingual children and other multilingual vulnerable groups, and is a Doctors without Borders regular collaborator. Giota holds a four-year degree in French, postgraduate degrees in Multilingual education and linguistic policies and in Francophone Literature, and is pursuing a PhD in the Department of Linguistics and Didactics at Aristotle University of Thessaloniki. Her main research interests lie in plurilingualism and empowering migrant children identities.

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

Yes

Please indicate:

Table with 4 columns: EU Programme, Year, Project Identification or Contract Number, Applicant/Beneficiary Name. Row 1: European Social Fund, 2017, POWERSE-2016-1-PL01-KA101-023773, Zespół Szkół im.Piotra Wysockiego

D.1.3. Legal Representative

Title: Mr
Gender: Male



First Name	Anastasios
Family Name	Dimopoulos
Department	
Position	Managing partner
Email	dimopoulos@areadne.gr
Telephone 1	00302721095346

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

**D.1.4. Contact Person**

Title	
Gender	Male
First Name	Yanis
Family Name	Papadopoulos
Department	
Position	Managing partner
Email	papadopoulos@areadne.gr
Telephone 1	00306978692936

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



D.2. Partner Organisation

PIC	944611900
Full legal name (National Language)	
Full legal name (Latin characters)	ITE P.Savi
Acronym	
National ID (if applicable)	80013530565
Department (if applicable)	
Address	Via Raniero Capocci
Country	Italy
P.O. Box	
Post Code	01100
CEDEX	
City	Viterbo
Website	www.itcsavi.it
Email	
Telephone 1	+390761340155
Fax	+390761328989

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?	No

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).

ITE P. Savi is a secondary education technical and economic school, whose courses include tourism and administration, finance and marketing and international relations for marketing. This year our institute has been enriched by a school evening course and by a course in the penitentiary of our city district . The staff consists of 121 units . Our 951 students come from the town of Viterbo and from the neighboring villages; the percentage of foreign students (11%) is high and growing; the number of students with special educational needs (BES / DSA) is approximately 4%. All pupils learn English as their first foreign language and French, German and Spanish as a second and third language. The socio-economic context of our learners can be defined rural; there are also many firms in the service industry which have been hit by the recent economic crisis.



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 has been involved for years in European projects: cultural exchanges, multilateral school partnership projects, internships language, internationalization, CLIL, and collaboration in the area (work-study) with local government, institutions, enterprises. Our school encourages the strengthening of foreign languages , organizing courses for students aimed at achieving the language certificates in three languages: Spanish (DELE), French (DELF), English (PET) and activity-enhancing German, preparation for the acquisition of language certification (GZB1), with assistants mother tongue. We constantly cooperate, through several projects and activities, with the University of Tuscia, especially with the Economics Department which has many members among our graduates. The school is a test center of ECDL and EUCIP CORE. Since 2004 we have constituted a work team for internationalization and European projects. language departments have an active role in supporting teachers engaged in CLIL. We have a CLIL teacher in most classes . Particularly strong is the interest of our staff for the observation and analysis of good practices in order to enhance the educational action and allow pupils the acquisition of language skills and active European citizenship. In particular, participation in the previous Erasmus + KA2 "Tastes of our lands" project has allowed the testing of new teaching methodologies (flipped classes) that have certainly contributed to our permanent training.

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	2014	2014-1-ES01-KA201-003611-4	Centre Educatiu El Casal S.L.

D.2.3. Legal Representative

Title: Dottoressa

Gender: Female

First Name: Maria Patrizia

Family Name: Gaddi

Department:

Position: Dirigente Scolastico

Email: segreteria@itcsavi.it

Telephone 1: 00300761340155

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

D.2.4. Contact Person

Title: Teacher

Gender: Female

First Name: Anna





Family Name

Bravetti

Department

Discipline giuridiche ed economiche

Position

International coordinator

Email

anna.bravetti@yahoo.it

Telephone 1

+393334274787

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

**D.3. Partner Organisation**

PIC	923145024
Full legal name (National Language)	
Full legal name (Latin characters)	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI
Acronym	
National ID (if applicable)	4560005996
Department (if applicable)	
Address	Cumhuriyet mah.Sehit Mustafa Sevgi Cad.N.5
Country	Turkey
P.O. Box	
Post Code	31040
CEDEX	
City	Antakya
Website	<a href="http://antakyahem.meb.k12.tr/">http://antakyahem.meb.k12.tr/</a>
Email	
Telephone 1	+90 326 2141781
Fax	+90 326 2142322

**D.3.1. Profile**

Type of Organisation	School/Institute/Educational centre – Adult education
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).

Antakya Nedime Keser Public Education Center Directorate started its activities in 1957 and has been serving actively with 6 administrators, 27 full-time teachers, 111 master instructors, and 12 officials and other staff members since then. Our center is located in the city center of Antakya, which is the largest and central district with a population of 360,652 in the province of Hatay, which has a population of 1,533,507, in the south of Turkey. As of January 2017, 238 courses have been opened in our institutional system and 4,620 trainees have been trained.

Our center, which has the largest public education center building in Turkey, has 6 floors and consists of 10 classrooms, 7 workshops,



2 computer laboratories, 1 gymnasium, 1 library, 1 conference hall, 1 dining hall, 1 exhibition hall, and 1 nursery room. The new building of our center was built by Keskin KESER, a business man, in the name of his mother Nedime KESER and started to be used in 2014.

There are courses in the fields of ICT, child development, personal development, foreign languages, occupational training, music, sports, handicrafts, and literacy within the institution. In these areas, a total of 1,399 courses were given in 2015-2016 academic year. 19,176 females and 15,376 males participated in these courses. A total of 23,716 trainees from participating trainees were awarded certificates. The institution also provides educational services outside the building by opening courses in Syrian schools, public schools and one refugee camp, Apaydin Camp, which is located in our district.

Our Center has successfully carried out 5 EU-funded projects, but not in the last three years. These are as follows:

1. Project for the Development of Cultural Entrepreneurship Skills of Adult Women (2010- LDV),
2. Strengthening the Orientation from School to Job (2010- LDV),
3. Advanced Vocational Training for Graduates (2010- LDV),
4. Methodology and Language for Overseas Teachers (2013-Grundtvig),
5. European School - Key to Modern European Education (2014 - Erasmus+ KA1).

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?

Since March 2011, when the Syrian civil war began, our province of Hatay and our county of Antakya have suffered a serious refugee flood as we are near the border. Our center currently provides services with Turkish and other courses in order to facilitate the lives of Syrian refugees and to accelerate their social harmonization in our county of Antakya, which hosts about 120 thousand Syrians. More than 50 non-governmental organizations also serve for the refugees in our district. These non-governmental organizations apply to our directorate with projects and seek support for refugee education. Our public education center supports them by providing courses and master instructors.

Our center also provides services by opening courses in Syrian schools, public schools and one refugee camp, Apaydin Camp, which is located in our district.

As of January 2017, 638 courses were opened in 14 different areas, mainly Turkish teaching, for the Syrian refugees. A total of 4,839 refugees were trained in these courses.

Project Coordinator Ömer BİLGİN received undergraduate education in the field of Turkish Language Teaching at the Faculty of Education and has been working within the Ministry of National Education for 10 years. He speaks Arabic at level A1 and English at level B1. He is enthusiastic about using computers, especially Office applications. He has taught Turkish to Syrians and been involved in various educational and social studies related to refugees.

The other key persons involved in this project are 2 administrators, 12 teachers, 3 handicrafts teacher, and 2 English teachers, all working with refugees. All of the teachers who teach Turkish to foreigners are graduates and have 5-10 years of professional experience. 3 of them speak Arabic at level C1. They have computer skills at medium level. They have been teaching Turkish to Syrians for 2-3 years. Two of our 3 handicraft teachers are fluent in Arabic and have been working in refugee-oriented courses for two to three years. 2 English teachers have computer skills at medium level. Since nearly three-quarters of our population in our province are of Arabic origin, Arabic is the mother tongue of many of us.

The project coordinator and the other participating administrator are involved in coordination, monitoring and supervision of the work carried out within the institution and in partnerships related to the refugees. They also serve as instructors in the Turkish teaching courses for the Syrian refugees in the institution.

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

No

D.3.3. Legal Representative

Title

[Empty text box]

Gender

Male

First Name

Ahmet



Family Name	KOCAOGLU
Department	
Position	Director
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If the address is different from the one of the organisation, please tick this box

**D.3.4. Contact Person**

Title	
Gender	Male
First Name	Ahmet
Family Name	SALDIRAN
Department	
Position	Project Coordinator
Email	ahmetsaldiran@hotmail.com
Telephone 1	+90 505 813 70 87

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



D.4. Partner Organisation

PIC	947880800
Full legal name (National Language)	Association Connexion Roumanie
Full legal name (Latin characters)	Association Connexion Roumanie
Acronym	
National ID (if applicable)	491282182
Department (if applicable)	
Address	32, rue de l'Echiquier
Country	France
P.O. Box	
Post Code	75010
CEDEX	
City	Paris
Website	www.connexionroumanie.org
Email	
Telephone 1	+33676678030
Fax	

D.4.1. Profile

Type of Organisation	Non-governmental organisation/association/social enterprise
Is the partner organisation a public body?	No
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).

Connexion Roumanie is a NGO founded in Paris, France, in 2006, focusing on intercultural dialogue at European level. Its activities were developed at local, regional, national and international level. The membership brings together people with an artistic, linguistic, media and entrepreneurial background. It has organised stands at bookfairs, language fairs, congresses, along with coferences, reports, concerts.

Connexion Roumanie has a significant experience with EU funded projects, mostly with Erasmus+ partnerships (three programmes succesfully operated between 2011 and 2015, and another one running from 2015 to 2018), but also with Youth in action programmes (2012 and 2013).



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?

Connexion Roumanie has been active in educational programmes with EU funding since 2010. It has been a partner in 3 Grundtvig educational partnerships between 2011 and 2015 (Voix et voies des femmes en Europe, Europoems and OpenGovEU), and is now part of an ongoing Erasmus+ partnership (2015-2018) and two Europe for citizens programmes starting in February 2017. Most of our members have an immigrant background themselves and have been active in facilitating the integration of immigrants in France, the dialogue between generations, the development of new skills (IT, languages, and entrepreneurship) and of European identity through intercultural dialogue. Youth has always been at the core of our activities. Stimulating young people to be active in their community and enhance their entrepreneurial skills (OpenGovEU), to reach out to people with lower numeracy skills (Math Games), raising awareness to gender issues (Voix des femmes) and intercultural dialogue (Europoems), combatting drug use among youth (Europe in action programme 2013) have been on the association's agenda, and its contribution to the local community has been valued accordingly. Catalina Voican, president of the association, is an experienced project manager, having already delivered 6 programmes with EU or national funding. She has experience in teaching and disseminating project results. One of the programmes focused specifically on preserving the cultural identity of Romanians living in France, others were aiming to enhance the entrepreneurial skills of young people. She has extensive experience working for EU election observations missions in Asia and Africa. She works as a freelance translator and interpreter, or a trainer, so she is multilingual and used to deal with entrepreneurial issues in a multicultural environment. Robert Adam is a cultural manager with broad experience, having lived and worked in many European countries (Romania, France, Belgium, The Netherlands, Luxembourg). He holds a PhD in political science and has done research on some of the most pressing challenges to the EU (i.e. populism). He has teaching, entrepreneurial, translating, public service and publishing experience. He has also been a journalist for written press and radio for more than 20 years in Romania and France. Cyrille Ring is the manager of a multilingual bookshop in Paris.

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

**D.4.3. Legal Representative**

Title	Ms
Gender	Female
First Name	CATALINA
Family Name	VOICAN
Department	
Position	President
Email	connexionroumanie@gmail.com
Telephone 1	+33662388500



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

**D.4.4. Contact Person**

Title	Ms
Gender	Female
First Name	CATALINA
Family Name	VOICAN
Department	
Position	President
Email	connexionroumanie@gmail.com
Telephone 1	+33662388500

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

**D.5. Associated Partners**

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project.

A number of associated partners with key roles in local communities will assist in the project. To be more precise, we will informally work with local and international NGOs who will also try to use our database and methodology in their youth-work programmes.



**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?

**Context**

This partnership was triggered by the difficulty our schools and adult education centres face regarding the inclusion of newly arrived refugees. Some of our non-migrant students have difficulty accepting refugees in our classes and radicalization of both local youth and adults is taking place.

**Target group and needs**

To combat this issue, we, education and training professionals asked to include refugees in our classes, needed a tool that could transform attitudes. By conducting research on what method we could use, we discovered "Transformative learning through aesthetic experience", a method that was developed by the Hellenic Open University and uses art to help learners discover faults in their attitudes. However, the hardest part of this method is deciding which piece of art to use for each goal. Therefore, we decided to form a partnership that would help us create an online repository of pieces of art that could be used to transform negative attitudes towards refugees. Since our topic is the current refugee crisis, we thought it would be a good idea to locate art based on the experience of emigration that our countries have (e.g. Greek emigrants to Germany in the previous century), and use it as a springboard that will help learners relate to the refugee condition.

**Goal and objectives**

Hence, the goal of this project is to create an online database of art from countries at the forefront of the refugee crisis (Greece, Turkey, Italy, France), as well as an accompanying handbook on how to use this art in order to transform negative attitudes towards refugees. At the end of this project, teachers and trainers in Greece, Turkey, Italy, France and elsewhere will have access to:

- an online database of art dealing with emigration, and
  - a handbook on "Transformative learning through aesthetic experience"
- that will enable them to design and implement transformative learning interventions for their students.

**Why trans-nationally?**

This project should be carried transnationally, since the refugee crisis is transnational and organisations in many different countries face the same problem. Furthermore, many EU countries have also experienced emigration in the past, an experience that is also represented in their national arts. So, the opportunity to use this art for educational and social purposes is also a transnational opportunity.

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

This project is innovative in that it will create the first online database of art dealing with emigration in Europe. Furthermore, the suggestion of using art in order to transform attitudes that could lead to radicalization is also innovative. Last, this project complements other attempts to promote art as a transformative learning tool, e.g. the project ARTiT by the Hellenic Adult Education Association.

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?

The applicant organisation, Areadne Lifelong Learning Centre, is an adult education centre involved in training refugees and migrants at its centre and at refugee camps. The main co-ordinator of this project, Mr Ioannis Papadopoulos, has cooperated with three different universities, a worker's organization, and an international NGO in educational programmes for refugees, and is certified in "Transformative learning through aesthetic experience" by the Hellenic Adult Education Association.

Our choice of partners was based on the needs of the project. The criteria we used were the following:

1. Organizations from countries at the forefront of the refugee crisis (Out of Greece, Turkey, Italy, Spain and France, only Spain was left out because in the given time was not possible to find suitable partner).
2. At least one organisation should be a refugee or migrant organisation, something that will help us understand their point of view. Association Connexion Roumanie is such an organisation created by Romanian immigrants to France.
3. At least one non-adult education organisation that will complement our understanding of teacher needs outside adult education. ITE P. Savi is a large secondary school for Italy.
4. At least one organisation highly experienced in EU projects, which organisation might be able to advise us on issues that we have





not faced yet. ITE P. Savi is such a school.

5. A maximum of four partners, a number that will keep both the budget and the organisation requirements in line.

All organisations have been involved in similar projects before. However, every organisation has something new to learn. For example, Areadne LLC has not been involved in a KA2 partnership before, but has been involved in many national project on using art for educational purposes. ITE P. Savi is an experienced partner in KA2, but has not been involved in transformative learning through art activities.

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

It is expected that all partners will contribute equally to finding content for the database and the handbook. All tasks and responsibilities will be assigned to people during the initial meeting, the purpose of which will be to standardize project management methodology, formulate the workplan, including the timetable, the operation schedule, the contingencies plan, and the risk management plan, and set up the communication system. Assignment will take place using collaborative and participatory models to ensure commitment.

What are the most relevant topics addressed by your project?

Integration of refugees

New innovative curricula/educational methods/development of training courses

Pedagogy and didactics

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

The project will create an online art database dealing with emigration to be used in classrooms throughout the partner countries and elsewhere. The results are both tangible and intangible. Tangible results include:

- The three Intellectual Outputs analysed in detail in the relevant section:
  - Output O1: An online database of art dealing with the experience of emigration in Greece, Italy, Turkey and France.
  - Output O2: A teacher handbook for using art as a transformative learning tool
  - Output O3: A Teacher Training Course on using art as a transformative learning tool
- The multiplier events, including the 4 conferences (one in each partner's region) analysed in detail in the relevant sections.

The intangible results include:

- The new competencies of teachers and trainers that will use the database and handbook, and will:
  - a) be able to:
    - use art as a transformative learning and inclusion-promoting tool,
    - link emigration with immigration,
    - support non-migrant learners get over the initial cultural shock to aiding social-inclusion,
  - b) have:
    - increased professional competences,
    - increased confidence in dealing with intercultural issues,
    - Increased confidence in using art as a learning tool,
    - increased knowledge of the opportunities created by the EU for them,
  - c) might have:
    - improved their foreign language skills,
    - honed their IT and e-learning skills.
- Educational institutions whose staff will participate in this course will:
  - a) be able to:
    - use art as a transformative learning and inclusion-promoting tool,
    - link emigration with immigration,



- support non-migrant learners get over the initial cultural shock to aiding social-inclusion,  
 - lower drop-out rates among refugee and other migrant students,  
 - offer more and better quality learning opportunities for their students,

b) know more about opportunities the EU offers to educational institutions to participate and address important professional issues.

**E.1. Participants**

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

We will select the participants based on a skills-match analysis that will take place at the kick-off meeting. There, the partners and the coordinator will discuss the work to be done over the next two years. They will investigate the skills that are needed for the implementation of the project so that they can involve the right person for each activity from each organization. Then in every consecutive meeting, the partners will review the results of their choices, making adjustments if necessary. The methods and documents that will aid this process will be created by the coordinating organisation.

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

No

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:

11000

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

We are 4 participants from 4 countries. Each participating organisation will train its teachers and trainers to use our resource. From that training, every refugee family in every organisation will benefit indirectly by receiving better education and more considerate treatment (1,000 people at this stage). Probably, non-refugee students and families will also benefit indirectly by getting to know more about national art, their experience as migrants, etc, but we have chosen not to include that number in our analysis.

Furthermore, 4 conferences and a training seminar will be held in different countries. At least 100 teachers will benefit from directly participating in these. If half the participant teachers use our resource to help change the attitudes in their classes, thus helping 10 refugee families each in the following year, that would be 2,000 people indirectly benefiting from the project.

Last, the project will create an online database and handbook for teachers, trainers, etc, both of which will be heavily promoted. Assuming that another 200 teachers - a number we consider conservative - use our material to benefit 10 families in one year, that would be another 8,000 indirect beneficiaries.

To sum up, we believe that 11,000 people will benefit indirectly from our project, without taking into consideration a) the teachers who will learn more about this method and develop both personally and professionally, b) the non-refugee students that will develop empathy towards the refugees and, by extension, other disadvantaged groups, and c) the overall community and society that will benefit from less tensions between social groups - if our project is successful.



## 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.

Preparation by coordinator and partners:

- define partner roles
- assign people to the roles
- decide the key points of the project
- research relevant good practices

Preparation by coordinating organisation:

- describe the project organisation
- establish the project organisation
- set-up and test the communication system
- organise the kick-off meeting and create all planning tools that will be needed there
- create the initial timetable
- create the web site

Preparation by partner organisations:

- evaluate the proposal
- contribute ideas
- sign and send their mandates to the coordinator



## G. Project Management and Implementation

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

The Project Management and Implementation grant will be used to cover day-to-day expenses like printing, photocopying, stationary, small storage devices like USBs and CDs, and telephone costs related to the programme. It will also be used to purchase books and articles that will be used to build Outputs 01 and 02 and to cover website maintenance expenses. Furthermore, all partners will need to communicate and travel to local schools, Associations, NGOs, etc to present the project. This grant will cover these expenses, too.

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

We will be using the logical framework approach to design, monitor and evaluate our project. The Logical Framework breaks a project down into four separate and distinct levels of objectives. At the lowest level are the Project Inputs. These are the activities to be undertaken that will in turn result in the second level of objectives that we call the Outputs. Outputs are the results that are directly accomplished by management of the inputs.

More specifically, the project will be implemented in five stages, and these are the inputs (key tasks) and outputs (outcomes):

### Stage one

#### Planning (kick-off) meeting

This meeting will set the foundations for the project's implementation.

Key tasks: create the timetable, create the operation schedule, assign roles to people, standardize project management methodology, identify risks, create risk management plan, formulate contingency plans, set up the communication system.

Work on: timetable, operation schedule, risk management plan, contingency plan, communication system standardization.

### Stage two

#### Database preparation

Key tasks: partners research art representing the experience of emigration, partners peer review art, art is optimized for the online platform, partners research the context of each artwork and make sure that there are no copyright issues with exhibiting it online.

### Stage three

#### Database creation

Key tasks: The e-database is set up and tested, content is uploaded to the system and optimized (e.g. adding information about the painters, the historical context, etc), partners test the system and make necessary adjustments.

Output O1 - Online database (content)

### Stage four

#### Authoring the e-handbook

Key tasks: Partners research art as a transformational learning tool, theory is tested in classroom using the database, the coordinator authors the handbook, the handbook is peer-reviewed and updated, the e-Handbook and Database are published and disseminated.

Output O1 - Online Database (release version)

Output O2 - Methodology handbook (release version)

### Stage five

#### Teacher training seminar

Key tasks: using the Handbook the partners will prepare a teacher training seminar. The course is conducted.

Output O3 - Teacher training course

### Stage Six

#### Dissemination

Key tasks: Dissemination to journals, newspapers, social media, etc, Conferences.

Outcomes: Press releases, seminar-activities outputs (reflective reports), articles, blogs, social media entries (tweets, etc), conference programme and website, conference video, conference proceedings, disseminating to local teachers and trainers. The project is evaluated internally and a full report is drafted.



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 do 4 transnational project meetings. In those meetings the contact person from each partner will participate. The partners will have the option to bring another colleague to the meeting if they think that their presence will bring extra value to the project.  
Each partner will host one meeting so that all the partners do the same mobilities and all the partners have the experience of hosting their foreign colleagues.  
We will be holding two meetings per year. The first meeting will be the planning meeting and it will take place in Greece, at the coordinator's headquarters in October. After that, there will be one meeting every six months.

How will you communicate and cooperate with your partners?

First of all, there will be one person from the applicant organization responsible for the project: the project coordinator (PC). There will also be a person per partner responsible for the project: the partner project coordinator (PPC). This person may also have a deputy that should be kept updated about the project in case s/he has to fill in for the PPC. A cooperation plan detailing all deadlines and each organization's responsibilities will be drafted by the PC and the PPCs, and will have to be followed strictly.  
To maintain communication quality, a project website will be created, and all project files, outcomes, photographs, etc will be uploaded there. On this website, there will also be a private forum where partners will be able to communicate instantly. The forum will be linked to PPCs' e-mail accounts. PPCs will be required to check their inbox daily in order to stay abreast with all happenings.  
Furthermore, all PPCs will share space on Google drive where all project literature (timetables, plans, etc) will be kept.  
Once a month, there will be a Skype meeting to monitor progress. It is the PC's responsibility to arrange it in a time convenient to every PCC.  
To make sure that all partners are on the same page as regards cooperation, there will be four (4) face to face meetings, one in each participating organization. That will give people involved the opportunity to get to know each other better, which is an important factor for successful cooperation and communication. In those meetings the partners will both discuss the ongoing work, decide the future work and solve problems that might have been encountered.

How will you ensure proper budget control and time management in your project?

To control budget and manage time, three things will be done:  
First of all, time will be spent to plan the project. During planning, a workplan will be created using a work breakdown structure. This plan will detail every partner's duties at every stage and sub-stage of the project. Each stage and sub-stage will be duly costed and timetabled. Of course, minor changes in the deadlines and distribution of tasks within the partnership will be possible when necessary.  
Secondly, project management procedures will be defined and agreed up front. This will detail how the team will manage issues, change, risk, quality, communication, and so on. This will also ensure that the project team has a common understanding of how the project will be managed.  
Thirdly, the budget and progress will be managed rigorously by the coordinator. The workplan will be the central point of discussion during the monthly skype meetings, and it will be the coordinator's responsibility to ensure that everything goes as timetabled and budgeted and/or to create the conditions for resolving arising issues.  
The workplan will be kept on the shared google-drive. Amendments to it will, thus, be automatically registered and there will be no conflicting documents circulating or stored on partner computers at the same time.

How will the progress, quality and achievement of project activities be monitored? Please describe the qualitative and quantitative indicators you will use. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

The progress, quality and achievement of the project activities will be measured through monitoring and evaluation activities, built



within the workplan during the project planning phase.

Evaluation activities will be both formal and informal and will be monitored by the coordinator. Informal evaluation activities will take place at every monthly skype meeting, where partners will discuss progress and problems. Formal monitoring and evaluation activities will be twofold: internal and external.

Internal monitoring and evaluation will be performed by each partner. Each partner will have to monitor their activity constantly and evaluate progress in their own organization periodically - every three (3) months. A formal report with the findings will be drafted at the end of this period and will be sent to the coordinator. To facilitate the evaluation processes and ensure accuracy and consistency, the coordinator will create tools, e.g. sample questionnaires on google forms, to standardize the process to a reasonable extent.

The internal evaluators will be people who have experience in EU programme management and reporting.

Internal evaluations will be analyzed by the coordinator and synthesized in a longer report. These reports will be shared with the partners through the project web site's private forum as feedback, and will serve as a spring board for discussion and trouble shooting. The main aspects that will be examined are:

- partnership quality,
- project management, project leadership and quality assurance,
- project results in terms of intellectual outcomes.

The final (summative) evaluation report will summarize:

- The actual results
- Project aims and objectives
- The means of collecting evidence and the times at which this was carried out
- Collected data and other notable responses
- Minutes of review meetings and evaluation papers and data
- Project modifications together with further justification
- External evaluations
- Team member experiences and lessons learned for future projects,

and evaluate the project against the EFQM-Excellence-Model categories:

- achieving mission/vision;
- achieving/exceeding benchmarks and internal measures;
- best practice;
- community agreement;
- cost-effectiveness;
- customer/stakeholder satisfaction;
- dissemination of good practice nationally and internationally;
- learning outcomes;
- making optimal use of all resources - financial, human, assets;
- match between desired and actual perception;
- positive atmosphere in staff and student environments - integration in teaching and research;
- quality of teaching and learning;
- relative to starting point - achieving targets.

How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

Achievement will be measured in seven (7) areas:

Area 1: Conformity to Goals and Objectives as identified in the proposal

Indicator: Partner views

Activities: Informal evaluations at the monthly skype meeting. Internal evaluations every three months. On-going external evaluation. Final self-evaluation.



Area 2: Quality of results and products  
Indicator: stakeholder views  
Activities: Constant monitoring of quality through monthly informal evaluations. Internal evaluations every three months. Peer evaluation of course content. Feedback questionnaire for pilot users. Feedback questionnaire for end users.

Area 3: Suitability of products for the target groups  
Indicator: target group views  
Activities: Initial target group needs assessment and analysis. Feedback questionnaire for pilot users. Feedback questionnaire for end users.

Area 4: Overall significance of each result for target audience  
Indicator: target group views  
Activities: Feedback questionnaire for pilot users. Feedback questionnaire for end users.

Area 5: Impact and contribution of the results and products at local/national/international level as well as practical aspects that identify their value (e.g. European added value)  
Indicator 1: Stakeholder views  
Activities: Feedback questionnaire for pilot users. Feedback questionnaire for end users.  
Indicator 2: Number of people directly involved in our activities and number of people visiting our social media pages  
Activities: Record numbers of people directly involved in our activities and number of people visiting our social media pages

Area 5: Exploitation and dissemination  
Indicator: Number of people directly involved in our activities and number of people visiting our social media pages  
Activities: Record numbers of people directly involved in our activities and number of people visiting our social media pages

Area 6: Sustainability  
Indicator: Number of years that content will be available online  
Activity: Buy online space for 10 years  
Indicator 2: Follow up projects by partners  
Activity: Relevant section in Final self-evaluation questionnaire

Area 7: Obstacles overcome or deficiencies addressed and lessons learned  
Indicator: Partner views  
Activity: Final self-assessment questionnaire for partners. Internal evaluation reports.

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

Since the proposed programme is quite demanding, there are many potential risks that could jeopardize implementation. Such risks may be:

1. the ongoing work might depart from the goals and objectives of the project
2. delay in the work progress
3. output quality
4. partner conflicts
5. budgetary issues
6. etc

To make sure that the partnership is well prepared to troubleshoot any such issues, the possible risks will be identified during the planning meeting. The team will use its experience to identify as many possible risks as possible. Then, during the same meeting, the team will discuss and agree on risk management procedures. These procedures will be formalized by means of a risk management plan, where each partner will have to monitor certain risks, according to the partner's experience or expertise. Furthermore, a contingency plan detailing who will do what in which case of emergency will also be set into place.





Monitoring and reporting on risks mechanisms will be built into the workplan, and in particular in the internal evaluation activities.

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?

Yes. We will be writing articles that we will be uploading on EPALE to inform adult educators about our project philosophy and progress. Then, after the outputs are complete, we will use widely used platforms like EPALE and Open Education Europe - and other internet resources like Scribd and Open Culture, which offer their resources for free and attract many visitors - to upload and disseminate our results, while we will use the School Education Gateway to advertise the KA1 course resulting from project.

G.1. Intellectual Outputs

Do you plan to include intellectual outputs in your project?

Yes

When filling in the Intellectual outputs section, please take into account that this information will allow to specify and evaluate the appropriateness of the corresponding costs in the specific section of the budget below.

Table with 2 columns: Output Identification, Output Title, Output Description (including: elements of innovation, expected impact and transferability potential), Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology, Start Date (dd-mm-yyyy), End Date (dd-mm-yyyy), Languages. Row 1: O1, An online database of artworks dealing with emigration, Description: This database will contain pieces of art dealing with the emigration experience in Greece, Turkey, Italy and France/Romania. Each piece of art will accompanied by descriptions and historical evidence placing the artwork into context. Innovation: There is no other similar database in existence. Furthermore, it will also be an educational database, offering information about the artwork and its context. Impact: It will be used by at least 400 teachers and trainers to transform student attitudes towards refugees. Transferability potential: This database is transferable to other school subjects, e.g. art, history of art, history (of national emigration), as oral prompts in teaching foreign languages and more. It can also be used by scholars interested in migration and art, or just people interested in perusing Greek, Turkish, etc art, or the topic of emigration. Key tasks: O1.i: partners locate possible sources of national art dealing with emigration, O1.ii: partners research these sources for adequate artworks, O1.iii: partners choose artworks, O1.iv: partners research and resolve copyright issues, O1.v: chosen artworks are peer-reviewed, O1.vi: partners find contextual information regarding chosen artworks. O1.vii: the online platform is constructed O1.viii: the artworks are uploaded O1.ix: the database is tested and feedback is given. Start Date: 01-10-2017, End Date: 30-04-2018, Languages: English





Media(s)	Database
	Website
	Internet
	Interactive Resource
Activity Leading Organisation	Anastasios Dimopoulos-Ioannis Papadopoulos OE
Participating Organisations	ITE P.Savi
	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI
	Association Connexion Roumanie
Output Identification	O2
Output Title	An online methodology handbook for using art in the classroom in order to transform attitudes
Output Description (including: elements of innovation, expected impact and transferability potential)	<p><b>Description</b> This handbook will show teachers and trainers how to use art in general, and our database in particular in order to transform attitudes towards refugees and other migrants.</p> <p><b>Innovation</b> Although there are papers and book chapters on the "Transformative learning through aesthetic experience" method, there is no introductory handbook available. Furthermore, this book will be accompanied by specific examples on how to use artwork from a certain database in order to achieve certain goals.</p> <p><b>Impact</b> It will be used by at least 400 teachers and trainers to transform student attitudes towards refugees.</p> <p><b>Transferability potential</b> This method is transferable to many other learning contexts. both in adult and non-adult education. Since there is no other introductory handbook for this method in English, it can be used by anyone interested in the method - and for free.</p>
Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>A. e-Handbook</p> <p>Key tasks:</p> <p>O2.i: partners research theory and best practices regarding the "Transformative learning through aesthetic experience" method,</p> <p>O2.ii: partners are allocated a chapter and draft it,</p> <p>O2.iii: the coordinator receives drafts and creates the first version,</p> <p>O2.iv: the first version is sent to partners for feedback,</p> <p>O2.v: partners give feedback,</p> <p>O2.vi: the coordinator prepares final version,</p> <p>O2.vii: graphic work takes place.</p> <p>O2.viii: the final version is uploaded.</p>
Start Date (dd-mm-yyyy)	01-03-2018
End Date (dd-mm-yyyy)	31-12-2018



Languages	English
Media(s)	Book Internet Interactive Resource
Activity Leading Organisation	Anastasios Dimopoulos-Ioannis Papadopoulos OE
Participating Organisations	ITE P.Savi HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI Association Connexion Roumanie
Output Identification	O3
Output Title	A training course for teachers on using art for transformative learning
Output Description (including: elements of innovation, expected impact and transferability potential)	<p>Description This will be a training course for educators training them in the "Transformative learning through aesthetic experience". This course will be used as a base for future KA1 courses on this method.</p> <p>Innovation There is no KA1 course on using art as a transformational tool.</p> <p>Impact 12 teachers will benefit from this course directly. When they return to their country they will hold seminars at their organisations training their colleagues. From the end of the course onwards, there will be an annual KA1 course for 25 teachers per year. In total, about 125 teachers will benefit directly during the course and, possibly, another 250 in the following 10 years. If half the teachers use this method in two of their classes, then 3,000 students will benefit indirectly during the course.</p>
Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>O3.i: Using the Handbook, the partners co-design a teacher training course.</p> <p>O3.ii: The teacher training course is conducted.</p> <p>O3.iii: The training course is evaluated.</p> <p>O4.iv: The training course is updated.</p> <p>O4.v: The course is offered as a KA1 course.</p>
Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-08-2019
Languages	English
Media(s)	Book CD



Activity Leading Organisation	Anastasios Dimopoulos-Ioannis Papadopoulos OE
Participating Organisations	ITE P.Savi
	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI
	Association Connexion Roumanie

**G.2. Multiplier Events**

Do you plan to include Multiplier Events in your project?

Yes

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Event Identification	E1
Event Title	Through our own eyes Seminar
Country of Venue	Greece
Event Description	A seminar about the project "Through our own eyes" held in Greece with participants from all countries.
Start Date (dd-mm-yyyy)	01-06-2019
End Date (dd-mm-yyyy)	30-09-2019
Intellectual Outputs Covered	An online database of artworks dealing with emigration An online methodology handbook for using art in the classroom in order to transform attitude A training course for teachers on using art for transformative learning
Activity Leading Organisation	Anastasios Dimopoulos-Ioannis Papadopoulos OE
Participating Organisations	ITE P.Savi HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI Association Connexion Roumanie

Event Identification	E2
Event Title	Through our own eyes Conference in Greece
Country of Venue	Greece
Event Description	A conference about "Through our own eyes" held in Greece with participants and stakeholders from Greece and all other countries. The result of this conference should be an additional help for the dissemination of the intellectual outputs and the evaluation of the project "Through our own eyes".
Start Date (dd-mm-yyyy)	01-06-2019
End Date (dd-mm-yyyy)	15-09-2019
Intellectual Outputs Covered	An online database of artworks dealing with emigration An online methodology handbook for using art in the classroom in order to transform attitude A training course for teachers on using art for transformative learning



Activity Leading Organisation	Anastasios Dimopoulos-Ioannis Papadopoulos OE
Participating Organisations	ITE P.Savi
	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI
	Association Connexion Roumanie
Event Identification	E3
Event Title	Through our own eyes Conference in Italy
Country of Venue	Italy
Event Description	A conference about "Through our own eyes" held in Italy with participants and stakeholders from Italy. The result of this conference should be an additional help for the dissemination of the intellectual outputs and the evaluation of the project "Through our own eyes".
Start Date (dd-mm-yyyy)	01-06-2019
End Date (dd-mm-yyyy)	07-09-2019
Intellectual Outputs Covered	An online database of artworks dealing with emigration
	An online methodology handbook for using art in the classroom in order to transform attitude
	A training course for teachers on using art for transformative learning
Activity Leading Organisation	ITE P.Savi
Participating Organisations	
Event Identification	E4
Event Title	Through our own eyes Conference in Turkey
Country of Venue	Turkey
Event Description	A conference about "Through our own eyes" held in Turkey with participants and stakeholders from Turkey. The result of this conference should be an additional help for the dissemination of the intellectual outputs and the evaluation of the project "Through our own eyes".
Start Date (dd-mm-yyyy)	01-06-2019
End Date (dd-mm-yyyy)	07-09-2019
Intellectual Outputs Covered	An online database of artworks dealing with emigration
	An online methodology handbook for using art in the classroom in order to transform attitude
	A training course for teachers on using art for transformative learning
Activity Leading Organisation	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI



Participating Organisations	
Event Identification	E5
Event Title	Through our own eyes Conference in France
Country of Venue	France
Event Description	A conference about "Through our own eyes" held in France with participants and stakeholders from France. The result of this conference should be an additional help for the dissemination of the intellectual outputs and the evaluation of the project "Through our own eyes".
Start Date (dd-mm-yyyy)	01-06-2019
End Date (dd-mm-yyyy)	07-09-2019
Intellectual Outputs Covered	An online database of artworks dealing with emigration
	An online methodology handbook for using art in the classroom in order to transform attitude
	A training course for teachers on using art for transformative learning
Activity Leading Organisation	Association Connexion Roumanie
Participating Organisations	



G.3. 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 purpose of activity C1 is to test, evaluate and improve Output O3. However, since Output O3 is based on Outputs O1 and O2, these are also indirectly addressed.

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

Table with 2 columns: Activity No., Fields, Activity Type, Activity Description, Country of Venue, No. of Participants, Participants with Special Needs, Accompanying Persons, Duration (days), Duration (months), Participating Organisations. Row 1: C1, Adult Education, SP-ADULT-SHORT - Short-term joint staff training events, Piloting and evaluating the "Through our own eyes" teacher training course, Greece, 12, 0, 0, 5, [blank], Anastasios Dimopoulos-loannis Papadopoulos OE, ITE P.Savi, HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI, Association Connexion Roumanie

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 partners are all experienced in collaborative projects and the involved staff have experience in traveling abroad. The leading organization of the training will send the invitation for the training event on time. They will send additional material to the participants with information about their accommodation, traveling instructions, etc. Furthermore, the coordinator will prepare supporting material with information about the training that the participants should know in order to be prepared for the training (e.g. for the e-learning material introduction manuals and online videos will be sent to participants in advance). Every participant will take out traveling insurance. Only certified external collaborators (buses, hotels, etc) meeting the health and safety requirements of every country will be used.



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?

All directly-involved participants will receive a EUROPASS certificate. All participants who will attend the Training Course will also receive a certificate and a EUROPASS certificate supplement with transferable ECVET units from Areadne LLC, a recognised provider in Greece. All conference participants will receive a certificate issued by the partnership.





**H. Follow-up**

**H.1. Impact**

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

**Participant educators**

Participants will gain valuable skills in transformative learning and using art as a tool, as well as ICT and LMS platforms competences. These skills will enable them to design educational interventions at attitude level, as well as integrate technology in their personal development or teaching. Thus, participant teachers will be able to offer higher quality services to their learners and organizations. Since this knowledge will be certified, their career prospects will be enhanced. Being able to offer better services to a marginalized group and a radicalisation-vulnerable group will enhance the gratification they get from their work. By participating in a EU project their sense of belonging to a European community will become stronger. By participating in a project tackling an important social issue, participant educators might also feel that the EU is trying to make a difference. Last, by meeting and working with professionals from other EU countries, their awareness of other cultures and countries in Europe will increase, as will their ability to work and collaborate within an intercultural context.

**Participating organizations**

Participating organizations will improve work quality in favor of refugee students, refugee parents, and refugee local communities, as well as radicalization-vulnerable learners. Furthermore, since transformative learning through the aesthetic experience method skills are transferable to other contexts, other students, parents, etc might also benefit. Through this project, the organizations' responsiveness to social, linguistic and cultural diversity will increase. Furthermore, their ability to address the needs of the disadvantaged will also increase, as will the organizations' capacities to offer activities and programmes that better respond to the needs of individuals. Lastly, the confidence of organizations who have never participated in EU projects or are not experienced in KA2 will increase.

**Participating learners**

Participating learners will relate to their past and the present. They will be able to show more understanding towards the refugee condition, and since being able to put oneself in somebody else's shoes is a transferable skill, they might be able to show more understanding to other disadvantaged groups too. Also, their radicalization will be prevented.

**Refugee learners**

Refugee learners will enjoy better educational services and a better learning environment as a result of their condition being better understood. This will help them stay in the educational system. It will also help them integrate to the national and EU society and it will prevent their radicalization.

**Refugee parents**

Refugee parents of students will will feel part of a society that understands their condition and needs. This will facilitate their integration in the national and EU society.

**Refugee communities**

These communities will feel that their needs are respected and their integration will be facilitated. Also, their radicalization will be prevented.

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

**Local and regional levels**

Locally, learners and students from a refugee background will gain from a more welcoming environment and enhanced educator skills, leading to better integration in education and in the local society. Furthermore, radicalisation-vulnerable students from non-refugee backgrounds will become more flexible and culturally understanding. The combination of the two will probably mean less school drop-outs and less marginalized students that cannot easily be radicalized.

**National level**

Through better refugee integration locally, tensions arising from the refugee crisis nationally might lax. Teachers at national levels who will use the Outputs will also enhance their skills, thus, upgrading the overall national teacher and teaching skills.

**The EU**



If refugees are better understood locally, and there is less tension nationally regarding who will accommodate the refugees, there will be less tensions between EU countries as to who should host more refugees. Furthermore, through enabling people to a) participate in EU actions, and b) see the EU in action locally and not locked in a room somewhere in Brussels, Euro-Skepticism might also be combated. Furthermore, assuming widespread use of our resource, the overall teaching skills of European teachers will increase.

How will you measure the previously mentioned impacts?

Measurement will be conducted combining qualitative and quantitative methods. Qualitative measurement will focus on stakeholder and participant views. These views will be used as a springboard during needs assessment, and to monitor quality as the project unfolds. This, we hope, will ensure that the project stays relevant, and thus will have an impact. The methods used to continuously collect views will be reflective questionnaires and self-evaluation forms for everybody involved.

Quantitative methods will focus on the number of people who attend our trainings, our dissemination activities, and frequent our social media i.e. community involvement. These numbers will come from carefully recording event participants and social media visitors using traditional methods (forms for participants to sign) and built-in mechanisms on our social media platforms. Furthermore, users of our results will be prompted to share their stories online, thus creating another repository for measuring impact qualitatively.

## 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.

Dissemination will take place in four ways: a) in house, b) through face-to-face action, c) through media, d) through social networks. Dissemination will be on-going. By the term "results" we understand all results at every stage of the project, not just the end results (e.g. Intellectual Outputs).

### In-house dissemination

All educators and staff directly involved in the partner organizations will be involved in building the results. They will attend informal, formal and pilot uses of our products and offer their feedback. They will also be asked to share their experiences on-line and off-line to colleagues and friends from other organizations.

### Face to face actions

There will be an international training course for educators. Furthermore, there will be local conferences that will attract educators and researchers primarily at local and regional levels, and secondarily at national and international levels. The conference will be streamed online in order to be attended by more people, or even internationally.

### Media

Partners will keep local communities informed about this project and its progress through press releases to local newspapers and TV stations. All events that take place locally will be covered by local media (TV, newspapers, e-zines, bloggers, etc).

### Social media

Facebook, twitter, linked in and other social media platforms will be used to disseminate project progress and project results. There will be a combination of social media set up specifically for this project, our existing social media as individual organizations, and our social media as individual people. We believe its important for dissemination to built a base of followers before the outputs are ready, so we will be using the afore mentioned combination of media from say one. Furthermore, partners will create videos with stories from the partnership in their own language and upload them to youtube. The use of youtube platform will make our voice to be heard around the world in a short time as it is the most common platform for video spreading in nowadays. For that purposes the coordinator will create a channel in youtube to host the videos.

The project's website will be the base for the dissemination activities. Information about the partners and the partnership will presented there along with useful information about the project. Moreover, the end products will be uploaded on the project's website, which will be disseminated through the Erasmus+ Dissemination Platform, the EPALE platform and the Open Education Europe platform. The project website will also be linked to the participating organizations' websites. In the very end, every dissemination activity that will take place at any time during or after the end of the project will be pointed to the partners website so



that all the outputs can be easily fetched. That will improve the impact of the dissemination.

Moreover, a printed brochure will be distributed to places of interest in partners region in order to improve the dissemination of the project's outputs. These places of interest might be local libraries (university, municipal, school, etc), local authorities, educational institutes, etc.

Since this resource is primarily for educators, our target audience is mainly people who teach or guide/ coach other people. Our target audience inside the organizations are all stakeholders: 1) educators, 2) educator trainers, 3) staff, 4) parents, 5) students. Everybody will know what is taking place and why. That way, we will maximize benefits for our institutions.

Outside the organizations, the target audience is:

- school teachers, adult educators and educators in general (e.g. youth trainers, in-company trainers, volunteer trainers and facilitators at refugee camps, NGOs, etc)
- trainee teachers and educators
- educator trainers and educator trainer trainees
- education leaders
- people working in education and training
- educational district authorities
- parent associations
- general public.

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

Dissemination activities will take place at four levels a) in house, b) through face-to-face actions c) through media, d) through social networks.

In-house dissemination

Activities: 1 formal training activity in each partner organization. Various informal training and peer review activities and discussions.

Face to face actions for specialists and the public

Activities: Multiplier Events: a Conference in every participating country organised and carried out by the respective national partner. A teacher training seminar to disseminate Intellectual Output O1, O2, and O3 and train partner participants.

Media

Press releases in every partner's local newspapers and TV stations to keep local communities informed about this project and its progress. All conferences that take place locally will be covered by local media (TV, newspapers, e-zines, bloggers, etc).

Social media

Each partner will use their own social media contacts (facebook accounts, twitter, linked-in etc) to befriend relevant national and international organizations and networks (e.g. e-twinning) early on, so as to disseminate activities and results. Each partner will create at least two videos to upload in partnership's youtube channel.

Design and creation of the partnership's brochure.

The end products will be uploaded on the project's website, which will be disseminated through the Erasmus+ Dissemination Platform, Open Education Europe eLearning platform, scribb, EPALE, Open Culture and more open access platforms. The project website will also be linked to the participating organizations' websites.

Follow-up dissemination

Organise annual KA1 trainings based on the project's results.

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?

All partners have agreed on the communication and dissemination strategy. Each partner will be responsible for their own country



and the coordinator will oversee the whole process. All people involved have implemented dissemination strategies before and have contacts and experience in that field. The necessary resources will be the necessary ones in order to plan, organise and implement the above activities. The coordinator might create ad hoc resources (e.g. guidebooks on how to use social media) or locate appropriate resources to cover possible skill gaps of a partner.

Each partner's leadership is responsible for in-house dissemination as well as dissemination to other local organizations and all relevant educational and other authorities. To do this, all partners will use their networks and affiliations, for example, the authority overseeing their work, the teacher associations they work with, and the other formal or informal networks they belong at.

When it comes to major dissemination activities (website, conference, etc), these are primarily the coordinating organisation's responsibility. Nevertheless, some of these activities may be delegated to partners.

The coordinator with the assistance of the partners will prepare the brochure for the online database and the e-handbook.

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.

All our outputs will be open access. People shall be able - if not urged - to download all intellectual outputs and use them for non-profit purposes freely.

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

First, by maintaining the database online for at least ten years - the appropriate hosting fees will be paid upon project approval.

Secondly, by uploading the handbook in downloadable format on our website which will be available for ten years minimum, as well as our organisational websites, which will be kept active for as long as our organisations exist.

Then, we will also upload results on the "EPALE - Electronic Platform for Adult Learning in Europe", an upcoming online space to exchange, showcase, and promote methods of good practice in adult education in Europe. We will also upload the e-handbook on the Open Education Europe eLearning platform, on Scribd and on Open Culture.

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.)

All partners will be involved in setting up and running the dissemination plan at the initial planning meeting. All content will also be produced by all partners in cooperation. Active involvement in all stages of a project is, we think, the motivation for appropriate and constant dissemination. Furthermore, the coordinating organization will make sure that every partner is aware of what organizations and individuals can gain from excellent dissemination and visibility, another key motivation for active involvement in dissemination.

### 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?

The database and e-handbooks will be maintained after the end of the EU funding online, on the website that will be active for at least 10 years. The appropriate hosting fees will be paid upon approval to ensure that.

Furthermore, the e-handbooks will remain on the partners' websites for free download for as long as the partners are active. The e-handbooks will also be uploaded on widely used platforms like EPALE and Open Education Europe, as well as other internet resources like Scribd and Open Culture, which offer their resources for free and attract many visitors.

Finally, we plan to run an annual KA1 course on the topic for at least 10 years.



## 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
924087379	Applicant Organisation	Anastasios Dimopoulos-Ioannis Papadopoulos OE	Greece
944611900	Partner Organisation	ITE P.Savi	Italy
923145024	Partner Organisation	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI	Turkey
947880800	Partner Organisation	Association Connexion Roumanie	France
<b>Total Grant Requested</b>			<b>30000.00</b>

### I.2. Transnational Project Meetings

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
924087379: Anastasios Dimopoulos-Ioannis Papa	Greece	4	100 - 1999 km	575.00	2300.00
924087379: Anastasios Dimopoulos-Ioannis Papa	Greece	3	>= 2000 km	760.00	2280.00
944611900: ITE P.Savi	Italy	5	100 - 1999 km	575.00	2875.00
944611900: ITE P.Savi	Italy	2	>= 2000 km	760.00	1520.00
923145024: HATAY ANTAKYA NEDIME KESER HAL	Turkey	2	100 - 1999 km	575.00	1150.00
923145024: HATAY ANTAKYA NEDIME KESER HAL	Turkey	5	>= 2000 km	760.00	3800.00
947880800: Association Connexion Roumanie	France	3	100 - 1999 km	575.00	1725.00
<b>Total</b>				<b>575.00</b>	<b>18690.00</b>



PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
947880800: Association Connexion Roumanie	France	4	>= 2000 km	760.00	3040.00
<b>Total</b>					<b>18690.00</b>

**I.3. Intellectual Outputs**

Which concrete participating organisations' staff resources are you planning to use in the production of outputs that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.)?

PIC of Organisation	Output Identification	Category of Staff	Country of the Organisation	No. of Working Days	Grant per Day	Grant Requested
924087379: Anastasios Dimopoulos-loannis Papadopo	O1	Teachers/Trainers/Researchers	Greece	40	137.00	5480.00
924087379: Anastasios Dimopoulos-loannis Papadopo	O2	Teachers/Trainers/Researchers	Greece	40	137.00	5480.00
924087379: Anastasios Dimopoulos-loannis Papadopo	O3	Teachers/Trainers/Researchers	Greece	30	137.00	4110.00
944611900: ITE P.Savi	O1	Teachers/Trainers/Researchers	Italy	25	214.00	5350.00
944611900: ITE P.Savi	O2	Teachers/Trainers/Researchers	Italy	25	214.00	5350.00
944611900: ITE P.Savi	O3	Teachers/Trainers/Researchers	Italy	20	214.00	4280.00
923145024: HATAY ANTAKYA NEDIME KESER HALK EG	O1	Teachers/Trainers/Researchers	Turkey	25	74.00	1850.00
923145024: HATAY ANTAKYA NEDIME KESER HALK EG	O2	Teachers/Trainers/Researchers	Turkey	25	74.00	1850.00
923145024: HATAY ANTAKYA NEDIME KESER HALK EG	O3	Teachers/Trainers/Researchers	Turkey	20	74.00	1480.00
947880800: Association Connexion Roumanie	O1	Teachers/Trainers/Researchers	France	25	214.00	5350.00
<b>Total</b>				<b>400</b>	<b>Total</b>	<b>58370.00</b>



PIC of Organisation	Output Identification	Category of Staff	Country of the Organisation	No. of Working Days	Grant per Day	Grant Requested
947880800: Association Connexion Roumanie	O2	Teachers/Trainers/Researchers	France	25	214.00	5350.00
947880800: Association Connexion Roumanie	O3	Teachers/Trainers/Researchers	France	20	214.00	4280.00
924087379: Anastasios Dimopoulos-loannis Papadopo	O1	Technicians	Greece	30	102.00	3060.00
924087379: Anastasios Dimopoulos-loannis Papadopo	O2	Technicians	Greece	30	102.00	3060.00
924087379: Anastasios Dimopoulos-loannis Papadopo	O3	Technicians	Greece	20	102.00	2040.00
<b>Total</b>				<b>400</b>	<b>Total</b>	<b>58370.00</b>

**I.4. Multiplier Events**

PIC of Organisation	Country of the Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
924087379: Anastasios	Greece	E1	Greece	25	100.00	5	200.00	3500.00
924087379: Anastasios	Greece	E2	Greece	25	100.00	5	200.00	3500.00
944611900: ITE P.Savi	Italy	E3	Italy	25	100.00	0	200.00	2500.00
923145024: HATAY ANT	Turkey	E4	Turkey	25	100.00	0	200.00	2500.00
947880800: Association	France	E5	France	25	100.00	0	200.00	2500.00
<b>Total</b>				<b>125</b>	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>14500.00</b>

**I.5. Learning/Teaching/Training Activities**





**I.5.1. Travel**

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Top-up for "Expensive Domestic Travel Cost"	No. of Top-ups (including those granted to accompanying persons) for "Expensive Domestic Travel Cost"	Grant Requested
944611900: ITE P.Savi	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	180	0	825.00
923145024: HATAY ANTAK	Turkey	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	180	0	825.00
947880800: Association Co	France	C1	SP-ADULT-SHORT - Short-term joint staff training events	2000 - 2999 km	360.00	3	180	0	1080.00
<b>Total</b>						<b>9</b>	<b>Total</b>	<b>0</b>	<b>2730.00</b>

**I.5.2. 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
<b>Total</b>				<b>15</b>	<b>9</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>Total</b>	<b>4500.00</b>





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
944611900: ITE P.Savi	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	500.00	0	0	0.00	1500.00
923145024: HATAY ANI	Turkey	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	500.00	0	0	0.00	1500.00
947880800: Association	France	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	500.00	0	0	0.00	1500.00
<b>Total</b>				15	9	Total	0	0	Total	4500.00

**I.5.3. 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)
<b>Total</b>				Total	Total	



## I.6. Special Needs

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

## I.7. Exceptional Costs

PIC of Organisation	Country of the Organisation	Description of Cost Item	Grant Requested (75% of Total)
924087379: Anastasios Dimopoulos-loannis Pap	Greece	Web-design, web hosting for 10 years	1000.00
924087379: Anastasios Dimopoulos-loannis Pap	Greece	Graphic design for outputs	2000.00
924087379: Anastasios Dimopoulos-loannis Pap	Greece	Printing for books, posters, flyers for international seminar and conference	1500.00
94461 1900: ITE P.Savi	Italy	Printing (brochure, conference material)	1000.00
923145024: HATAY ANTAKYA NEDIME KESER HA	Turkey	Printing (brochure, conference material)	1000.00
947880800: Association Connexion Roumanie	France	Printing (brochure, conference material)	1000.00
Total			7500.00

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



Erasmus+

# Application Form

Call: 2017

KA2 - Cooperation for Innovation and the Exchange of Good Practices  
KA204 - Strategic Partnerships for adult education

Form Version: 4.04

Form hash code: 56216C61637BD962

Form has not been submitted yet

EN



**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.

The purpose of this project is to help schools and adult education centres transform the negative attitudes of their learners towards refugees. To combat this issue the target group will be education and training professionals asked to include refugees in their classes.

Therefore, the partnership would help to create an online repository of pieces of art that could be used to transform negative attitudes towards refugees. Since the topic is the current refugee crisis, the partnership will locate art based on the experience of emigration that our countries have, and use it as a springboard that will help learners relate to the refugee condition.

To do that, it will create:

- a) an online database of Greek, Turkish, Italian, and French/ Romanian art dealing with migration through the eyes of the departing emigrant and the left behind community,
- b) an e-handbook on how to use art as a transformative learning tool. In combination, the two will enable educators to link the emigration experience of the peoples of Europe to the refugee experience of people fleeing war to come to Europe, thus helping them bring about change at attitudinal level.

The project will also result in a KA1 training course for teachers which will be organized once per year for the next 10 years and its material will be freely accessible to other organizations who might need to train their staff.

All the produced material will be open access from partnership's website and other well known platforms.



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

PIC of Organisation	Name of the Organisation	Country of the Organisation
924087379	Anastasios Dimopoulos-Ioannis Papadopoulos OE	Greece
944611900	ITE P.Savi	Italy
923145024	HATAY ANTAKYA NEDIME KESER HALK EGITIM MERKEZI	Turkey
947880800	Association Connexion Roumanie	France

Total number of participating organisations	4
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**J.2. Budget Summary**

PIC of Organisation	Country of the Organisation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support	Exceptional Costs (Overseas Countries and Territories Travel Costs)		
924087379	Greece	4580.00	23230.00	7000.00					4500.00	39310.00
944611900	Italy	4395.00	14980.00	2500.00	825.00	1500.00			1000.00	25200.00
923145024	Turkey	4950.00	5180.00	2500.00	825.00	1500.00			1000.00	15955.00
947880800	France	4765.00	14980.00	2500.00	1080.00	1500.00			1000.00	25825.00
<b>Total</b>		<b>18690.00</b>	<b>58370.00</b>	<b>14500.00</b>	<b>2730.00</b>	<b>4500.00</b>			<b>7500.00</b>	<b>106290.00</b>

Project Management and Implementation

30000.00

**J.2.1. Project Total Grant**

Grant Calculated

136290.00



## K. Checklist

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

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



## L. Data Protection Notice

### PROTECTION OF PERSONAL DATA

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

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

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

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





**M. Declaration of Honour**

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

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

Declare that:

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

EITHER

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

OR

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

It provides learning opportunities and

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

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

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

The organisation I represent:

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

Acknowledge that:

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

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

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

Commit:



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

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

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





## O. Submission

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

### O.1. Data Validation

Validation of compulsory fields and rules

### O.2. Standard Submission Procedure

Online submission (requires internet connection)

### 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 form has not been submitted yet.

### O.5. Form Printing

Print the entire form