

**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 Schools Only
Call	2015
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2015 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	From ancient to modern: Challenging obstacles at a stroke with sport
Project Acronym	COSS
Project Start Date (dd-mm-yyyy)	07-09-2015
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	07-09-2017
Applicant Organisation Full Legal Name (Latin characters)	MEHMET HIKMET KASERCI ORTAOKULU



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 2.05

Form hash code



042B94B2797DE6BA

B.2. National Agency of the Applicant Organisation

Identification

TR01 (TÜRKİYE)

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

http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm

Form hash code: 042B94B2797DE6BA

EN

This form has been submitted on: 2015-03-31 08:17:58. Status: OK (1256213).



C. Priorities

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

Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the high

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

Developing basic and transversal skills using innovative methods

Contributing to the development of a European Area of Skills and Qualifications

Please comment on your choice of priorities.

The priorities are related to our objectives because, we aim to increase our disabled and disadvantaged students', who have high school absenteeism, concentration on one subject, on motivation and positive attitudes toward school by making school a joyful place for them. Increasing their problem solving skills and improving their setting goal skills by the help of strategic and balance sports, we will feel them more valuable and self-confident at school. As a result, their achievement at school and in life will raise and we will decrease early school leavings and also we will make them more healthier with teaching correct free time activities with the help of sports. The students will learn by curiosity and Ancient to modern Turkish and Greek forgotten sports and see the similarities between cultures. The aims of the project are related to needed areas in European Area of Skills and Qualification Report, too. According to that report, the teacher's ability to engage and motivate students is an area that needs improvement (51%). The other aspects of education that are seen as in most need of improvement are learning environments that stimulate students' creativity and curiosity (41%), learning environments that encourage social and cultural diversity (26%) and periods of study abroad or exchanges (24%). In our short exchanges this needs will be met.

We aim to improve collaboration internally as well as with parents and other external stakeholders; promote networking of schools and holistic collaborative approaches to teaching; develop methods and create conditions for personalised teaching and learning for pupils by the help of teaching and training ancient pentathlon (Greek sport) and Turkish, Ottoman sports mangala, matrak, Hemsball by training students individually.

The project will produce that outcomes as in the Erasmus+ programme guide; innovative approaches to addressing their target groups, by providing for example: more attractive education and training programmes, in line with individuals' needs and expectations; use of participatory approaches and ICT-based methodologies; new or improved processes of recognition and validation of competences; greater effectiveness of activities for the benefit of local communities; new or improved practices to cater for the needs of disadvantaged groups. In this project, target group is the 18 disabled students, 84 divorced family children and the other are from low socio-economic level and their need for staying at school longer will be achieved.

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

PIC	930402079
Full legal name (National Language)	MEHMET HİKMET KAŞERCİ ORTAOKULU
Full legal name (Latin characters)	MEHMET HIKMET KASERCI ORTAOKULU
Acronym	MHK
National ID (if applicable)	not applicable
Department (if applicable)	not applicable
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Country	Turkey
Region	TR310 - İzmir
P.O. Box	
Post Code	35925
CEDEX	
City	Çiğli
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Telephone 1	+902323864750
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D.1.1. Profile

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

D.1.2. Background and Experience

Please briefly present your organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Mehmet Hikmet Kaşerci Ortaokulu is a public middle school which takes place on low-socia economic location near local industry. It



started to education in 2000. It has got 589 students aged of 10-14, 35 teachers from different field of studies and 3 management personals. It gives education in the fields of Maths, Science, Turkish, English, Social Studies, Art, Physical Education and Sports, Religion, Designing, Music. At school there are football, volleyball, basketball and atletism teams, but there is no disabled or disadvantaged students in that teams. School is related to science projects both nationally and internationally. In national context, it runs 3 "Bu Benim Eserim" science projects and in international context "Save Our Species" science project to save insctint species to improve research techniques of students from earlier ages. English teachers are making e-twinning projects "Bridging Cultures" to provide international communication and Bare foot billion to take attention to hunger people all around world. at school, Total Quality Management system is used as a quality system. The school has got 3 quality awards in the local district of Çiğli and 2 awards in the city level from Directorate of National Education because of its quality management system. School has got a strategic plan for four years to development plans and revised it regularly.

When we look the social context, students are generally children of poor families in terms of being low socia economic situation. % 10.2 percent of students are coming from seperated families and don't see their father or mother. Because of family problems there are high absenteeism rates in the classes. Since parents don't touch in communication, or only one parent looks after the child, students can't come to school every day or they don't want to come when the parent is at work. Because there is no person to control him/her. In 5th grade there are six disabled students with legal disabled reports. 12 disabled students are there at other grades. It also creates some problems for coming school regularly. When the students from this profile, seperated family or disabled children, go to high school, they generally leave the schools because they don't have any skills or positive memories at school.

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?

In this project the students who are disabled physically, who has got probability of leaving school early and who comes from divorced families will take education by innovative methods using sports from ancient to modern. These students need to have reasons to come school, so school must become a nice place for them. They are lack of attention mentally and balance physically. Our intention is to gain attention, to focus on details and multidisciplinary skills bia sports and also introduce them ancient and culturel sports related to balance and mental strategies. Moreover, by the mobility they will have chance to share their culture on abroad with other students cooperatively. When they gain success, they will feel themselves important at the school on the contary to position of them in their family.

In our project we will focus on sports to gain healtier free time activities and teaching to set goals for the lifetime. Sports education will be our method to increase focusing and developing strategy skills. Our school has the capacity to give academic and physical education to students from 10-14. We have got physical education and physical activities classes for 4 hours in a week in each grade, and also we are giving education in the field of chess, checkers, athletizm, after school hours, but we need to change our methods and take admire of our student by the help of our Greek partner. Related to this project, we have got students from %10,02 divorced family, students %20 of whom has the probability of early school leaving because the rate is that when they go to high school, and %3 of whom is disabled phsically or mentally. In our project we will make training on "mangala" which is a strategy and mental sport, which comes from Ottoman empire and resembles to chess and checkers, on "matrak" which is a Turkish sport and on Hemsball which is a new Turkish sport to provide gaining balance and focus. When we look our project personel;

1.The school manager, Ozan Kutbettin Gümüş is social studies teacher and is registered player and handball referee. He will help training, be referee on matches and teach culturel background of ancient sports during the process.

2. Our project coordinator, Burcu Hancı Yanar is an English teacher and has got project writing certificate, Master degree on Curriculum and Instruction program and doctorate student on it. She will plan the curriculum of the project, innovative methods which are suitable to students with special education because of its expertise on it and project because she has been the lecture of an international project.

3.Selin Güler is a maths teacher and has got certificate about chess, she knows mangala and English degree on B2 level. She will teach Mangala to our students. She is the budget supervisor.

4. Ferhat Ali Aktaş has got sertificate on chess and checkers and he will teach mangala to students because it is also a strategy game like chess.

5. Yeşim Doğaç is Physical Education teacher. She is also the key person of our project because she will train our students "mangala, matrak, and support all trainings.

6. Funda Tunaboylu is the supporter of the project, because she has got international project experience on science and she will give also language support during mobility.

7. Meltem Gümüş is a Turkish teacher. She will be responsible of the designing broshures, posters, journal and writing of the book as the outcome and ICT technologies because of her certificates.

8. İlknur Çavuşoğlu is an English teacher and she will give support on language and communication and also make evaluation and write reports.

All teachers who will take a part in project has got the course sertificate of special education, coach of education, assesment and



evaluation in education and computer skills. They have enough experience for running this project.

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

No

D.1.3. Legal Representative

Title	Mr.
Gender	Male
First Name	Ozan Kutbettin
Family Name	Gümüş
Department	
Position	School Manager
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If the address is different from the one of the organisation, please tick this box

D.1.4. Contact Person

Title	Project Coordinator
Gender	Female
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Family Name	Hancı Yanar
Department	
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If the address is different from the one of the organisation, please tick this box

**D.2. Partner Organisation**

PIC	930055207
Full legal name (National Language)	9ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΡΕΘΥΜΝΟΥ
Full legal name (Latin characters)	9th Primary School of Rethymno
Acronym	9PSReth
National ID (if applicable)	9410061
Department (if applicable)	NOT APPLICABLE
Address	MACHIS KRITIS 33
Country	Greece
Region	EL43 - Κρήτη (Kriti)
P.O. Box	
Post Code	74100
CEDEX	
City	RETHYMNO
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Telephone 1	+302831024378
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Fax	+302831024378

D.2.1. Profile

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

D.2.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The 9th Primary School of Rethymno is located at the Northern coast of the island of Crete, in a city suburb called Missiria. It is a developing area with a mixed population of civil servants, workers and a growing population of migrant workers settling down in the region, in search of better jobs in tourism and construction business. The population of pupils in the school is growing steadily in



the past decade rising from 140 in 1985 to 260 this year. Respectively, the members of the teaching staff have increased from 6 in 1985 to 25 this year.

In the last ten years or so, there has been a tremendous effort to increase the school standards and school infrastructure. A Primary Science Laboratory has been established in order to provide support to science subjects, but also in-service training for teachers and research and development of educational content. Indicatively, three science fairs have been organized by the Primary Science Laboratory, which had a successful impact to the educational and local community, within a framework of an open school to society, raising public awareness on scientific, environmental and ecological issues. An ICT Laboratory has also been established with 15 computers and an ADSL line for Internet access provided by the National School Network, under the Ministry of Education. A special cross curriculum programme was organized by the school in order to introduce the pupils in New Technologies by using them in practice and for particular educational purposes, integrated in school subjects and projects. The programme has been welcomed by pupils and parents and is still developing with success. Moreover, we put great emphasis and effort in social and cultural activities in order to achieve coherence in the relationships of pupils and staff, cultivating a fruitful environment for collaboration and sharing of ideas and opinions with respect to each other. Theatrical plays, musical activities and festivals are integrated as a significant component of school life, with equal access to all members of the school and the local community. The inclusion of the growing number of migrant workers' children in school life and activities is treated with special care and concern by the administration, all members of staff and the local community.

So far, the school has been involved in one international cooperation programme, as a Comenius 1 school partnership. That was for the school years 2005-2008 and the thematic topic was "Solar Energy: Awareness and action" [SEAA]. The School was the coordinating institution (more in the URL: <http://9dim-rethymn.reth.sch.gr/contents_en/Comenius.htm). The School has also been an associated member in the Comenius 3 Network "Hands-on Science" (Project N°: 110157-CP-1-2003-1-PT-COMENIUS-C3) and has also completed 3 consecutive School Environmental Education Projects, which were co-financed by the E.U. Nevertheless, the School has participated in a number of National cooperation activities in the framework of Olympic Education (3 successful completed projects, 2002-2004, in the framework of Athens Olympic Games 2004), environmental education, science education, theatre and social studies. Several members of the teaching staff have been involved in these projects and have gained in experience and professional development. The pupils, who participated in such projects, have increased their interest and awareness in several issues and developed investigative and social skills.

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 a strong profile in sports and athletics. There is one permanent sports teacher, accompanied by 3-4 more supply sports teachers annually, who organize sport events and pupils' team work in athletics, football, basketball, volleyball etc. In the past, we have dealt with the ancient Greek sports, though the study of history and culture, as events of the 2004 Athens Olympiad. We collaborate with other schools in local championships and sport activities. Recently, we have developed strong links with the local Basketball Club [<http://www.rethymnobc.gr/>] (Rethymno Basketball Club), which participates in the National Professional Championship (A1 Category). We participate in sport events, as well as in the active community work conducted by the Rethymno Basketball Club.

Moreover, the school teachers who are to participate in the proposed project, are experienced professionals with postgraduate studies and significant tracks in professional development and research, in several fields of education. The School has developed substantial links and collaborations with other schools, over the years and through the completion of several projects. The nice and friendly atmosphere of partnership and collaboration amongst local schools is to be an asset for the proposed project, in school visits and educational training, professional development and sport events.

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

No

D.2.3. Legal Representative

Title	Mr.
Gender	Male
First Name	Kostas
Family Name	PAPADOMANOLAKIS



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

D.2.4. Contact Person

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



E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

Students age of 10-12 will join this project. Today these children make less sport and watch T.V. more. They play computer games without doing physical activities. Obesity is increasing in our schools and around the world day by day, so we need to do something to move them. In addition to that, there is a big problem about early school leaving rates. When we did need analysis, we saw that, there is 15% of school absenteeism in our school. Then we examined the qualities of these students, we found out that they are from divorced families or disabled students. They are unhappy and feel alone in their families. This mode affects their school life and their achievements, too. They said that they don't want to come school and they want to play computer games staying at home. The school doesn't take attention and interest of them. Moreover, They don't attend any sports activities except physical education lessons although it is an important inquiry for them. They don't know anything about traditional sports or background information about their ancestor sports. Also they don't know sports from oyer cultures and they don't have chance to see qualities of other nations from Europe. After absenteeism, they get far away from academic issues and become unsuccessful. This situation brings early school leavings when they go to high school. Result of that, Turkey is on the first order of the Early School Leaving rate of European Comission report (http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf). Greece is on the seventeenth of thirty-four countries.

Considering these needs, our target group is 10-12 years old students who have divorced families or who are disabled or who are disadvantaged ones whose absence and probability of early school leaving much more than the other students.

In the context of this rationales, The project objectives are these;

1. Decreasing school absenteesim from %15 to % 5. Decreasing from 25 days per a term for a student who has high absenteeism to 5 days per a term.
2. Taking attention of students to school by making school a place more joyful.
3. To gain self- confidence to disabled and disadvantaged students (Increasing rate of self-confidence 20%).
4. Increasing concentration on a point, motivation and positive attitudes toward school (Increasing rate of motivation and attitude 20% positively).
5. Teaching eight different and unknown sports; mangala, matrak, hemsball (Turkish sports), discus, javelin, long-jump with weight, running and wrestling (ancient Greek style of them) to students and taking them from in front of the computer (Decreasing computer using time for playing game 5 hours to 1 hour per day).
6. By the help of sport increasing social relationships, integrating disabled and disadvantaged students to society and decreasing obesity problems.
7. To introduce a diffrent nation by showing its similarities and differences and by giving chance of visiting a foreign country.
8. Teaching old Turkish, Ottoman and Ancient Greek sports at least 878 pupils 42 teachers, introduce and disseminate them at least 3020 person and different nations all around the world.
9. Gaining to set goal and problem solving skills in order to have life long lasting multidiscplined skills by teaching strategy developing.
10. Mathematic achievement will increase 10%
11. Teaching culture of "fair play"
12. By the help of these objectives, contributing the decrease of early school leavings.

This project should be carried out transnationally because early school leaving, obesity and usage of computer games are problems all around world. Early school leaving is the theme of "Education and Training 2020" in the context of this framework there are these statements "EU countries have committed to reducing the average share of early school leavers to less than 10% by 2020" "fewer than 10% of young people should drop out of education and training." Disabled and disadvantaged students who are the target people of this project are much more influenced from it. In addition to that, it is said in the Eurydice and Cedefop Report that; Reducing early leaving requires strong governance arrangements to manage the relationships across the relevant policy areas ('horizontal cooperation') as well as between national, regional, local and school levels ('vertical cooperation') (eacea.ec.europa.eu/education/eurydice/documents/thematic.../175EN.pdf). Joining a transnational project will also help to develop view of disabled students. It is also important to be integrated with the world citizens and be accepted by the healthier ones. If this is the problem of all Europe it must be carried out transnationally and students should share their emotions developing empathy.

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

This project is innovative in terms of methods which are used to take attention of students for school and achieve to make them stay at school. In addition to that it will use multicultural and multidiscplined activities to make students stay at school and to teach them the culture of other nation from ancient to modern. These methods will be used for reaching project objectives;



Unknown and ancient sports will be taught in school, because of preventing being ordinary and teaching setting goals. We will try to gain interest of students by " mangala" "matrak" "hemsball" and "ancient pentathlon; discus, javelin, long-jump with weight, running and wrestling". We choose sports because children like games and they need activities except computer games. These are the sports which are not known by the people well, but they can take wonder of people. They are mysterious, because they are not played today. And also Greek and Turkish sports have similarities. It will be also fascinating to explore by pupils. Ottoman, Turkish and Ancient Greek traditions on sport will be found out by students. Sports which will be taught as techniques to add value to students' skills and European citizenship are below.

Mangala is a strategy game which will improve concentration and reasoning. It will especially be used in Applied Mathematics classes to teach developing strategy and problem solving skills. It hasn't been used in Maths classes up to now to increase concentration and problem solving skills. It is an innovative approach to increase motivation and achievement of students.

Matrak is an Ottoman sports which isn't generally done. It will help the focusing on the target and learning traditional sport culture. It will be revised in terms of rules, and sport equipments. Helmet will be worn and swears will be from sponged stick.

Hemsball is a concentration and balance game which supports disabled pupils' skills. It is a Turkish sport which is very new and official. Its registration date is 2012. So our project will help the introduction of it cross-nationally.

Pentathlon have five branches which includes reaching target and these will help lifelong setting target skills. It will give the knowledge of ancient culture and chance to compare Turkish and Greek culture.

These sports haven't been used in schools to increase multiple skills up to now. From ancient to modern it will be an innovative way to take interest of students and to teach setting goals. Also, distance learning materials, videos of training, tele-conference will be used. The most important innovation in our project is that, disabled students will be the team captains and be the leaders of group. They will be on the scene and in tournaments, in abroad and in olympic games.

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

While we were looking for the partner, we tried to find a partner who has the same problems with us. Greece has also some problems with absenteeism and it is on the middle of the early school leaving list of European commission. When we look back to economic status, both our school and theirs have economical problems. Turkey and Greece are two countries which take place in the same geography. There are some cultural similarities, too. As we decided to do something on sport, Greece was the most powerful partner for us, because it is the country which olympic games started B.C. Greek's ancestors Helens and Ionians lived in Izmir. The both countries separated in the ages despite the fact that we have similar cultures. To show this reality to our students, will be the roof of European citizenship and prevent them from racism.

Greece has a great sport culture to share with us. We want to see the similarities and differences between ancient sports and provide students to stay school with the help of communicating with foreign people in the neighbour country. This communication will contribute the friendship between two countries. We have never previously been in a similar project but Greek school has a culture of olympics from 2004. Their experience will contribute the project.

The responsibilities are disturbed and planned in activity plan. And a curriculum has been done by the tele-conference. In the first meeting it will be updated. By the Turkish project coordinator it will be checked monthly. Briefly, responsibilities are given below, but they can be revised in the first meeting.

Turkey is the coordinator. It will teach mangala, matrak, hemsball to own teachers, own students, Greek students and 10 schools from Turkey and Greece.

Greek will teach pentathlon to own teachers, own students, Turkish students and 10 schools from Turkey and Greek (students from other ten school will be join to project for dissemination).

Turkey will design web site and both of the partners will add documents to site.

Project logo will be designed in the first mobility together.

Broshures and posters will be distributed by both.

Bimonthly journals will be published by both in their own country.

Greece will the host of tournament and organize it.

Turkey will be host for mini olympic.

Turkey will hold a conference for introducing project.

Greece will hold a conference, too.

Both countries make education videos.

both partners will asses and evaluate the reaching objective rates.

Turkey will write a book and make an education seminar.

Greece will make the first meeting.

Turkey will make the last meeting. Final report will be written in this meeting.



Host countries will organize the places for accomadation and airport transportation.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

Cooperation will happen by disturbing responsibilities between partners. Firstly teachers will be trained and they will train students. Physical education (P.E.) teachers will inform the other schools by communicating the schools' P.E. teachers. Partners will use teleconference or mailing with the help of Skype, facebook, gmail, what's app etc. For stakeholders will be organized meetings in native countries per two months. For example parents will be invited to school for informing about the project. Project presentation day will be hold for neighbour schools, broshures will be disturebuted. School and project web site will be used actively. Bimonthly journal will be sent to stakeholders. For making a mini olympic games all stakeholders will be invited to olympic yards. At the end of the project, a conference will be done in both countries. Book will be sent all stakeholders as much as possible.

The frequency of transnational project meetings will be twice. The first one will be at the beginging of the project in September and the other one will be at end of the project at June. The purpose of these meetings will be sharing responsibility and revising activities in the context of objectives. At the first meeting a detailed plan will be done and conditions of schools will be identified briefly. At the second meeting, the project will be evaluated, results will be compared, because school goes to holiday on that month and all results will have got before they go on holiday. The final report of the project will be planned and written except intellectual output.

What are the most relevant topics addressed by your project?

Early School Leaving / combating failure in education

Access for disadvantaged

New innovative curricula/educational methods/development of training courses

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

- Results.
1. Seven teachers from Turkey and seven teachers from Greece will learn mangala sport (Total 14 teachers from participants).
 2. Seven teachers from Turkey and seven teachers from Greece will learn matrak sport (Total 14 teachers from participants).
 3. Seven teachers from Turkey and seven teachers from Greece will learn hemsball sport (Total 14 teachers from participants).
 4. Seven teachers from Turkey and seven teachers from Greece will learn ancient pentathlon sport (Total 14 teachers from participants).
 5. 385 Turkish students will learn mangala sport.
 6. 20 students from diffrent schools will learn and practice mangala sport.
 7. 50 Greek students will learn and practice mangala.
 8. 20 Turkish student will generate a matrak sport team.
 7. 20 Greek students will generate a matrak sport team.
 8. 15 students from different schools will be trained on matrak sport and practice.
 9. 598 Turkish students will learn and play Hemsball.
 10. 250 Greek Students will learn and play Hemsball.
 11. 150 Turkish students and 100 Greek Students will learn and practice ancient pentathlon.
 12. 15 students from different schools will be trained on pentathlon in Turkey and Greece.
 12. 878 students will learn at least a sport and practice it. They will focus on the fun of sports rather than playing computer games.
 13. At least 28 Physcical education teachers from Turkey and Greece except project participants will be aware of ancient and ancestor sports and will be trained about them.
 14. Ancient Greek and Ottoman strategy and ancestor sports which are nearly forgotten will be introduced in Turkey and Greece.
 15. School absenteeism rates will be decreased from 25 day per term to 5 day per a term in target group.
 16. Students attention, concentration and focus on a point will be increased in target group (144 students).
 17. Their motivation for coming school will increase in target group.
 18. Computer and internet addiction will decrease in target group.
 19. Learning to develop strategy and to concanterate on the point will affect positively school achievement.
 20. 40 students who will be mobil will have multicultural skills by the way of communication with each other.



21. 40 students who are disadvantaged in terms of economically, physically or socially, who have no chance to go abroad will be mobil and abroad for the first time. They will see a foreign country and learn their cultural similarities and differences.
22. These disabled or disadvantaged students feel more valueble themselves, when they join the sport team and take part in that project.
23. These disabled and disadvantaged students will improve their self-confidence.
24. All participants will learn setting target or goal for life.
25. They will gain culture of "fair play".
26. Five educational and training video will be made.
27. Two conferences will be done in Turkey and Greece.
28. A book will be written for the first which have these eight sports.
29. The friendship between two country will be supported.
30. Students will have europass certificates.
31. Teachers will have national certificates.
32. Students will learn developing strategy and increase Math achievement.
33. They will learn skills which will continue life long.
34. They will have new free time activities and hobbies instead of spending time with computer games and will be more sociable by the way of cooperative learning.
35. They will published 11 journals.
36. they will creat logo and posters for introducing project.
37. They will be on air in media by the way of radio programme for the first time.

E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

3020

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

In our target group, there are 18 disabled pupils, 59 pupils from divorced families and 42 pupils who have high school absenteeism rates in Turkey and 25 pupils from divorced families and 15 who has high absenteeism rate in Greece. And also % 80 of the participants comes from low-socio economic level, because their family income are under the minimum subsistence level. These pupils are included in below numbers of participants.

1. Learning and training of mangala, matrak, hemsball and pentathlon sport by 14 teacher from participants. 4 experts will write the book.
2. Learning and training of mangala by 435 Turkish and Greek pupils from participants.
3. Learning, training and taking part of the matrak team by 40 Turkish and Greek pupils from participants.
4. Learning and training of hemsball by 848 Turkish and Greek pupils from participants.
5. Learning and training of mangala by 20 students from different non-participant schools.
6. Learning and training of matrak by 15 students from different non-participant schools.
7. Learning and training of hemsball by 15 students from different schools.
8. Learning and training of ancient pentathlon by 20 students from different non-participant schools.
9. At least 38 Physical education teachers from Turkey and Greece except project participants will be aware of ancient and ancestor sports and will be trained about them.
10. Ancient Greek and Ottoman strategy and ancestor sports which are nearly forgotten will be introduced in Turkey and Greece by the way of conference; multiplier events to 200 non-participant.
11. 200 people will be attend to tournament in Greece.
12. 350 people will be attend the olympiad games in Turkey.
13. For the dissemination at least 20 teachers from different schools will teach these sports to 1000 students to increase concentration and related to it achievement as a multiplier event.
14. Book will be sent at least 300 instution.

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



Yes

How many participants (out of the total number) would fall into this category?

144

Which types of situations are these participants facing?

Disability

Social obstacles

Economic obstacles

Educational difficulties

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

At the beginning of the project, parents of disadvantaged students will be invited to school for telling the project. The expected effects and utilities of it will be described in detail. And then all physical needs of students during the process will be met such as transformation and dressing. The school counsellors will support in terms of psychological needs and behaviours. They will participate to games according to their disability level and in pair/peer works, peers will be at the same level. All teachers in Turkey have the education on special education and person with special needs. It will help the solving problems easier. All these activities will be synchronously in two countries.



F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

1. Four teachers from two schools will meet in Greece for making plan. They will introduce their culture to each other firstly and make a plan of project in detail. After that meeting, official local authority will be informed about the project in both countries.
2. Distribution of task will be reviewed again.
3. A need list (for materials) will be made together.
4. For hemsball will be taken a support from public education center in Turkey.
5. Pre-tests will be prepared for students to measure and evaluate their improvements.
6. Motivation and concentration scales will be got and taken their permission to use.
7. One website and a facebook account will be registered in the name of project.
8. Sport equipments will be examined and supplied.
9. Sport yards will be organized and built appropriately.

F.1. Project Management

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

For Budget control, both countries will have a duty. Selin Güler is our budget controller. Nektarios Tsagliotis is Greece budget controller. They will make need lists monthly by taking into consideration first need list which was done in the preparation process. They will present it to project group and group decision will be made. If the group agree with them, according to need lists, they will identify the expenses and buy the needs. They will save the bills. School managers will control their works at the end of each month.

We will make formative evaluation for time management. We have an activity plan and in this plan starting time, completing time and responsible person are clearly written. Who will check the activity and when will check the activity also planned in time schedule. On the last Friday of each month will be held a meeting for reviewing time and activity plan.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

The quality of the project activities will be evaluated in two ways. First evaluation will be done with pleasement test which is done to participants and stakeholders and the second evaluation is the assesment of behaviours which are taught to students by the way of gaining objectives. In order to assess behaviours of students, before the project, four tests will be applied as pre-test to students who take parts in activities for measuring motivation toward school, concentration, self-confidence and knowledge of ancient and ancestor sports. These tests will be repeated in the middle of project and at the end of project for following the improvement (Three times during the project). And also a questionnaire for pleasement will be applied to participants and stakeholders in the middle of the project and at the end of projects (Twice during the project). And a check list will be done for fixing hours which arespent with computer games. After the first applicatiogn, its findings will be analysed and project process will re-designed to increase quality. These datas will be collected and analysed for comparing development of students.

These quality checks will be done by Burcu Hancı Yanar and İlknur Çavuşoğlu. Burcu H. Yanar is an assesment and evaluation expert because she has taken master and doctorate class on it. She is also Total Quality Management leader of the school. İlknur Çavuşoğlu is the assist of Burcu H. Yanar in Total Quality Management. She has got certificate on Assesment and Evaluation. In addition to that, all participant staff has education certificate of Assesment and Evaluation for 30 hours. In Greek partners will measure all these qualities synchronously and results will be sent to Turkey to be compared.

What are your plans for handling project risks (e.g. conflict resolution processes)?

Project process will be followed and checked monthly, so problem will be seen before getting enormous. If there is a problem, project group would get together and use problem-solving methods to overcome it. For example in a monthly meeting, they will make brain storming and use fish bone, tree diagram, mind map, six thinking hat techniques to solve the problem. All staff has the experience on these techniques. After that, if there is a failure in the activity, project program will be re-organised by Burcu Hancı Yanar (Curriculum and Instrucation expert) and exchanged with the other activity. During this process Greek staff will be online by tele-conference. ICT will be helper of the project contact. There is also substitute personel incase it needs to change staff. All duties will be worked by at least two people for preventing risks. Schools will be in contact with parents and other stakeholders and make



meetings bimonthly. Moreover, external evaluator will be invited if there is a big conflict. Local authority is the important supporter of the project, too, head official of the district and mayor would give support when it is required.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

Quantitative assessment;

First of all pre-test will be done before the project, and the level of students will be found out.

1. Pre-test of motivation and attitude towards school will be done.
2. Pre-test of concentration will be done.
3. Pre-test of self-confidence will be done.
4. Pre-test of theoretical knowledge about mangala, matrak, hemsball, ancient pentathlon will be done.
5. Post-test of motivation and attitude towards school will be done.
6. Post-test of concentration will be done.
7. Post-test of theoretical knowledge about mangala, matrak, hemsball, ancient pentathlon will be done.
8. Absenteeism rates will be counted before the project and counted for each month.
9. Check list will be used for checking quantity of participants (students or teachers who has been reached the project), according to numbers of people in objective.
10. Questionnaire of pleasure will be done to students and parents.
11. Hours of spending with computer games will be measured by the help of parents.
12. It will have five education video.
13. A logo will be designed.
14. At least 4 posters will be designed.
15. A radio or TV programme will be done.
16. 11 journals will be published.
17. A book will be published as outputs.

For qualitative data,

1. Observation will be used for psycho-motor skills by fourteen teachers for disabled and disadvantaged students.
2. Interview by semi-structured forms will be done at least 20 students (10 from Greece and 10 from Turkey) to compare process of two countries



G. Implementation

Do you plan to include intellectual outputs in your project?

Yes

Please elaborate on the methodology you intend to apply in your project. Please also 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".

This project aims to increase motivation, positive attitudes toward school, decreasing absenteeism rates of disabled and disadvantaged students in order to prevent them early school leaving by the way of sport. And also it will try to provide healthy free time activities taking them in front of the computer games by contributing to decrease obesity with innovative methods. Serving activities to this purpose are below:

1. First meeting will be done in Greece to organize project plan and do feasibility study for five days.
- A1.1. Choosing motivation toward school, self-confidence and concentration scales and taking permission from owners.
- A1.2. Preparing the pre-test for theoretical knowledge on target sports: "Mangala, matrak, hemsball, ancient pentathlon"
- 1.3. Revision of sharing responsibilities.
- A2. Re-newing need analysis to identify absenteeism rates and disabled, disadvantaged students in terms of socio economic and family communication.
- A3. Identifying students which will be participated to project.
- A4. Identifying schools and teachers who will participate locally.
- A5. Preparing sports yards.
- A6. Buying sport equipments and sport wears.
- A7. Preparing a web site and facebook account.
- A8. Asking for trainer for Hemsball from public education center and opening the course for teachers.
- A9. Learning and training of teachers on Mangala, Matrak and Hemsball.
- A10. Applying pre-tests to students who are the participant of project in two countries.
- A11. Monthly monitoring and evaluation meeting via tele-conference and writing report (At the end of each month it will be done).
- A12. Sharing monthly activities on the web site and social media (On the first week of each month it will be done)
- A13. Preparing an e-twinning page and add the school which are volunteer to do this project
- A14. Greek partner starts to prepare introduction shows (folk dance, videos or slays) to present in Turkey visit in order tell their culture.
- A15. Training students on mangala after school hours (77 students who are disabled and disadvantaged from Turkey) and on Mathematical applications class (435 students)
- A16. Training Turkish students on matrak (20 disadvantaged students) and on hemsball (598 students).
- A17. Preparing education videos for introducing and describing mangala, matrak, hemsball.
- A18. Organizing accommodation and flight for Greek partner.
- A19. Designing and printing posters.
- A20. Greek partner's Turkey visit. Orientation of them, culture share activities; introducing traditional dishes, folk dances etc.
- A21. A dissemination organization by inviting all schools in Çiğli district and presentation of Greece.
- A22. Training Greek teachers and students on mangala, matrak, hemsball (first watching education videos than practical education).
- A23. Co-operative learning activity, Turkish and Greek students make group works.
- A24. Students design logo for the project.
- A25. Taking Greek group to historical places and sightseeing tour.
- A26. During the process, observing students.
- A27. Uploading Greek visit activities to project web-site and updating (monthly).
- A28. Co-operation with Physical education teachers of other schools (at least 20).
- A29. Choosing two students from each schools (at least 40 students). Preparing education curriculum of the training program and Training students of other schools on mangala, matrak and hemsball.
- A30. Designing, printing and distributing bimonthly journal in Turkish and Greek at least 40.
- A31. Continuing training of students.
- A32. Meeting with parents of students in both countries bimonthly.
- A33. Checking absenteeism rates (four times in a year).
- A34. Mangala tournament intra-school (In this tournament, disabled students will be team leader).
- A35. Training all students of the school on Hemsball in Physical education classes (589 Turkish student, 250 Greek students).
- A36. Organizing Hemsball tournament intra-schools (In this tournament disabled students will be team leader).



- A37. Giving reward to students to increase pleasure of them.
 A38. Greece organize the accomodation and program for Turkey group.
 A39. Turkey group's Greece visit. Orientation of them, culturel share activities; introducing traditinal dishes, folk dances etc.
 A40. A disseminatation by inviting all schools in Crete district and presentation of Turkey.
 A41. Training Turkish teachers and students on ancient pentathlon (first watching education videos than practical education).
 A42. Training of Turkish and Greek students on pentathlon (after school and in P.E. classes).
 A43. Doing middle test.
 A44. Participating the radio programme on TRT radio.
 A45. Writing slogans for tournament.
 A46. Big tournament in Greece about Turkish sports.
 A47. Training other schools on pentathlon.
 A48. Mini olympiad games in Turkey with Greece group (at least 12 schools will join).
 A49. Doing post test, pleasure test.
 A50. Giving Europass certificates.
 O1. Writing book.
 E1. Holding education conference.
 A51. Evaluation-revision monthly.
 A52. Writing report.

G.1. Intellectual Outputs

When filling in the Intellectual outputs section, please specify the leading and the participating organisations under each output that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). This will allow for specifying the corresponding costs in the specific section of the budget.

Output Identification	O1
Output Title	From ancient to modern; challenging Turkish and Greek sports: Mangala, Matrak, Hemsball and Ancient Pentathlon
Output Description	A book will be written in Turkish. It will include background and historical information about Turkish sports and Greek sport. The spring of Turkish sports and ancient Pentathlon will be harmonied with mthys. The cultural similarities in sports, comparing the traditional sports culture, Mangala, Matrak, Hemsball and Ancient Pentathlon will be described in detailed with their rules and philosophy. And the conclusion chapter, these sports will examine in terms of improving concentration, thinking and balance skills and school achievement. It will be in Turkish because it will bedistributed in Turkey to all university libraries. It will be introduced by ICT especially on TRT radio and TV programme.
Languages	Turkish
Media(s)	Book
Activity Leading Organisation	MEHMET HIKMET KASERCI ORTAOKULU
Participating Organisations	9th Primary School of Rethymno



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 2.05

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EN



Do you plan to include Multiplier Events in your project?

Yes

G.2. Multiplier Events

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	Awareness of Ancient Greek and Traditional to Modern Turkish Sports Seminar and Book Introduction Conference
Country of Venue	Turkey
Event Description	An education seminar will be organized for 10 hours and certificate will be given to participants and also the book will be given to them. One foreigner expert will come from Greece and one professor of history and professor of Physical education will join the seminar. They will give education to learners.
Intellectual Outputs Covered	From ancient to modern; challenging Turkish and Greek sports: Mangala, Matrak, Hemsball an
Activity Leading Organisation	MEHMET HIKMET KASERCI ORTAOKULU
Participating Organisations	9th Primary School of Rethymno



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 project will add these values; students will join four sports activity. They will gain multiskills which will help during their lifetime. They will learn to set goal and concentrate on targets. Learning setting goals will provide a lifelong skill. Their motivation will increase by innovative sport methods. They will learn to improve strategy. These innovative and strategic sport methods will provide to achieve their Mathematical skills. Being motivated and taking responsibilities, they will feel more valuable at school, absenteeism rates will be decreased and it will prevent student from early school leaving acquiring positive attitude toward school. Teaching and training of sports will be done in these exchange and mobility activities. With regards to mobility and ICT, students will learn other cultures and improve friendship in the context of European citizenship. Turkish students will see the country of first Olympiad games and Greek students will see their ancestor's living place in ancient times.

Nearly unknown Two Ottoman sports will be introduced and a new Turkish sport Hemsball will be introduced to Greek and other European countries via website and e-twinning but face to face training will be more appropriate. Ancient pentathlon will be introduced, Students will compare the similarities of today and past sports. By the way of sports they will have new free time activities. They will move much more and it will cause decrease the obesity.

Disadvantaged students will go broad for the first time and have chance to be a foreign country without their parents, this will improve their self confidence. They will try to communicate in english and see different cultures. They will be aware of unnecessary borders between countries. As an inquiry of collaborative constructivist approach they will construct the knowledge learning through experiences. Maybe it will be the only chance for them to go abroad.

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

Activity No.	C1
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	Greek student and teacher group will come to Turkey. This will be the first meeting of students either virtually or face to face. Firstly they will present their culture, introduce their country generally and show their folk dances. Then they will learn mangala, matrak, hemsball from Turk teachers and then train with Turkish students. 3 teachers -accompanying person- will learn 3 sports. One teacher will learn mangala, one teacher will learn matrak and one teacher will learn hemsball. And also one of them will support the disabled students. They will teach these sports to teachers in Greece when they go back. 10 students will be trained by Turkish teachers and students. Students will explore İzmir's beauty places and create a logo. They will be learn these three sports during seven days. The students who are participant of this exchange come from divorced or disadvantaged families.
No. of Participants	13
Participants with Special Needs (out of total number of Participants)	2
Accompanying Persons (out of total number of Participants)	3
Duration (days)	7
Duration (months)	
Participating Organisations	9th Primary School of Rethymno MEHMET HIKMET KASERCI ORTAOKULU



Activity No.	C2
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	Turkish student and teacher group will go to Greece. Firstly they will present their culture, introduce their country briefly and show their folk dances. Then they will learn ancient pentathlon; discus, javelin, long-jump with weight, running and wrestling from Greek teachers and then they will train with Greek students. 3 teachers -accompanying person- will learn 5 sports branches. One teacher will learn discus and javelin, one teacher will learn long-jump and one teacher will learn wrestling. At the same time, one of them will support the disabled students. They will teach these sports to teachers who are from different schools in Turkey when they go back.10 students will be trained by Greek teachers and students. They will learn ancient pentathlon during seven days. We have got two students with disabled. One of them hasn't got one of her leg. The other has learning obstacles mentally. The all other students come from divorced families.
No. of Participants	13
Participants with Special Needs (out of total number of Participants)	2
Accompanying Persons (out of total number of Participants)	3
Duration (days)	7
Duration (months)	
Participating Organisations	MEHMET HIKMET KASERCI ORTAOKULU 9th Primary School of Rethymno
Activity No.	C3
Fields	School Education
Activity Type	Blended mobility of school learners
Activity Description	Two schools will meet in Greece to make a tournament on three sports; mangala, matrak, hemsball. In greece there will be a big tournament with the participant of other Greek schools. This tournament will be announced at least 20 students from different schools who take training from the begining of the project up to now. In Turkish school, students who are the parcipant of the project are coming from low socia economic level and 18 students are disabled, 59 from divorced and separated families and also they have high absenteeism rates. 10 of these students will join Greece tournament and two of the students are disabled. One of them has hearing problems an using hearing aid. The other one has low level mental problems. 3 teachers will accompany the students. One of them will be referee and the others are supporter of students especially disabled ones. All teachers who will accompany students have special education teaching certificate and certificate of being education coach.
No. of Participants	13
Participants with Special Needs (out of total number of Participants)	2



Accompanying Persons (out of total number of Participants)	3
Duration (days)	7
Duration (months)	
Participating Organisations	MEHMET HIKMET KASERCI ORTAOKULU
	9th Primary School of Rethymno
Activity No.	C4
Fields	School Education
Activity Type	Blended mobility of school learners
Activity Description	In this blended mobility, students after long training will put a last point to their education and they will show their skills. In Turkey with the participant of Greek students will be a mini olympiad. These olympiad games will include at least 12 schools from Turkey. These schools will have taken the training of 8 sports. The students who will join the games will also have high school absenteeism rates. In these olympic games schools from İzmir, at least 30 school's staff will be invited. In olympic games students will be paired with Greek students and competition will not be in the games, cooperation will be the key point. And also "fair play" will be impressed. At least 1500 people will follow and watch these olympiad games. Greek students who comes from low socio economic situation and who have high school absenteeism will be the star player in it and their motivation will get increased with the help of spectators.
No. of Participants	13
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	3
Duration (days)	7
Duration (months)	
Participating Organisations	9th Primary School of Rethymno
	MEHMET HIKMET KASERCI ORTAOKULU

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?

After the tournament in Greece and the olympiad games in Turkey, Europass will be given for students' participation to mobil learning activity. After the trainings in Turkey which will continue for one year, teachers and students who has part in the project will have certificate from public education service on Mangala and Hemsball. All teachers who has mobility will also take Europass.



H. Follow-up

H.1. Impact

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

Participants at school will learn eight sports. By learning mangala, they will improve their thinking skills and planning strategies through problem solving process. Especially mentally disabled students will develop their capacity for some skills. With the help of Hemsball they will learn to concentrate and focus on something. Disadvantages students will taste the happiness of being a member of a team. They will feel more valuable and their motivation toward school will turn into positive. This positive attitude will decrease rate of absenteeism. The school will be a place with full of good memories. Because in tournaments and olympic will be equal rights and fair play, and cooperation will be supported. Greek and Turkish students will be in hand in hand. It will contribute the equal European citizenship phenomenon.

From target group 20 teachers from non-participant schools in Greece and Turkey will learn mangala, matrak and Hemsball and they will learn Ottoman and Turkish sport traditions and similarities between ancient Greek sports. They will teach their students, too. All stakeholders will learn ancient Greek and Turkish sports and see the similarities and differences between Greek sports culture and Turkish sports culture.

Intellectual output will be a unique work which includes Greek and Turk sport tradition and most important Turkish and ancient sports. Unknown and forgotten sports will be introduced and remembered to stakeholders. By doing physical activities students will move much more and obesity danger will be decreased. They will gain free time hobbies.

New Turkish Sport Hemsball will be introduced to Turkey, to Greece and all around the world via internet and web page. Showing its added values to balance and physical coordination of pupils, it will be started to use for improving student's attention and balance skills. This project will be an example by using sports in education, since mathematical and problem solving skills of students will increase by mangala. It will be an added value for psychomotor skills and their affects to achievement. Ancient pentathlon will show students and peoples from two countries that, we also come from the same geography and have similarities in culture, at the end friendship will gain. Totally nearly 3020 people will be impacted from this project. These people will learn setting target which is the key of success during their lifetime.

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

At the local level 28 Physical education teacher will learn these sports, their traditional, cultural background and impact of them on attention, focus, concentration and on attitudes of students toward schools. When these teachers go back their schools, they will teach these sports to a lot of students. Each of them, at least will teach 50 and the impact will be nearly 1400. By the way of e-twinning and web site all around the world a lot of teachers and trainers will introduce these sports. It will be a good example for making school more joyful or while trying to increase concentration and also problem solving skills. At European level, it will be an example for decreasing early school leavings. It will take attention to importance of this problem and be an innovative way. It will show all Europe to the common problems of students by the way of web site. Trt radio and television will also help increasing the impact of project.

How will you measure the previously mentioned impacts?

These impacts will be measured by pre and post test of motivation and attitude scales. Stakeholders and participants will be counted monthly. Problem solving skills will be tested by pre and post tests. Students' Applied Mathematic achievement points at school will be compared before the project and after the project. Interviews will be held with stakeholders and teachers from different schools. Checklist will be generated for project activities and number of participants. Absenteeism rates and hour which are spent in front of computer will be measured with the help of parents. Also parents will fill pleasure test about the project. In the name of fair play, pupils and spectators will be observed in tournaments and Olympiad games. Project will be evaluated by Total Quality Management approach systematically.

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.

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

At the beginning of the project, we will attend 10 Physical education teachers from Turkey and 10 from Greece. They will be from different 20 schools. These teachers will bring 40 students to our school for training. They will learn eight sports. When teacher and student trainings finish, they will go back their schools and disseminate the project teaching students to this project. After the project, one project conference will be held in Izmir and at least 200 people from local authority and teachers will attend. These 200



people can apply these sports in their schools. One meeting will be in Crete also. Web site will always be actual and include education materials. Broshures and posters will be distributed to schools in Crete and İzmir. By e-twinning, the other schools will be the partner for sharing information. Results will be sent to local education centers. Local authority and major will be visited to ask for opening free courses on these sports because increasing concentration and focus. At the end of the project, a book will be written and it will be sent to Education Ministry services of each cities and university libraries in Turkey.

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?

Mehmet Hikmet Kaşerci Secondary school will be responsible for dissemination, all staff at the school has adequate skills to use ICT. Funda Tunaboğlu is the main responsible because she is also an interviewer in Turkish Radio and Television Institution. She will make a radio program with our project members. She will disseminate our project. And also In TRT television channels, one programme will be broadcast about our project. After the project our Physical Education teacher will teach the sports of project new coming 5. grade students. Stakeholders will be invited to school. E-twinning tool, web site and social media -facebook- account will be used.

What kind of dissemination activities do you intend to carry out and through which channels?

Firstly teachers from 20 schools will be trained and they teach these eight sports to their students. After teaching and training activities, A tournament will be done in Greece with the participant of two partners and Crete schools, a mini olympiad games will be done by the participant of two partners and all schools of the Çiğli district, 28 schools. Two conference will be done in both schools. A book will be published in Turkey, it will be uploaded in digital platform to disseminate easily. It will be distributed all districts in İzmir and will send the university libraries which have sport education departments. İzmir TRT Fm and TRT channels will make a programme about this project. Greek and Turk schools will be the guest of Education Alternatives radio programme on TRT 99.1. Broshures and posters will be hanged on the all schools in Çiğli. Website of project, e-twinning and social media accounts will be used for dissemination.

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.

A book will be produced at the end of the project and this book will be published and distributed in Turkey. This book will be advertised in a conference and also in the radio. Digital form of the book will be uploaded the website and if it is possible to google books for open access and it will be sent to university libraries. Only the copy without permission and plagiarism of it will not be allowed.

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

Project results will be available because, these sports are suitable for these age group. All children likes sports and fun. Fun at school push the children to school and researches informs the expected results. When we invite the teachers from other schools in Turkey and Greece they will see the effect of these sports on motivation, concentration and results of decreasing school absenteeism. It will be an innovative way for them to use. Moreover, students from our school will play these games in their district. We will open public education courses in our school and we will take the support of district governor and also mayor in our district. For our city we will take help from directorate of national education. By e-twinning we will organize day of hemsball, day of mangala, day of Matrak, day of pentathlon on the same day with the schools from the world which are joined to portal.

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.)

With the conference, 200 local governor and teachers will participate and hear the project in Turkey. In greece will be a conference for dissemination and nearly 200 people will hear also. And 20 Physical education teacher will be trained individually, when they go to their school they will train hundreds of students. By the help of students dissemination will be reached. All partners of schools are volunteer to help students for taking their attention to school so they are the supporter of project activities. Stakeholders especially parents are seeing this project as a big chance for their students because they come from low socia economic level and they will have no chance to meet foreign people or going abroad without this poject. Stakeholders from local authority such as mayor and district governor give support to this project and say they will give all help for dissemination. Because all local governors of national education in Turkey and Greece are the supporter of EU aims. Both schools are working with stakeholders synergically for years and



both schools have international project experience.

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?

After the end of fund, the book will maintain at the libraries and schools. On the schools web site it will be in digital form and also there will be training videos of sports. Each year, eight sports will be taught in Physical education lessons to new comer 5th grades in Turkey and Greece. In Applied Mathematic lesson, the project sports, especially mangala will be used as innovative methods for teaching problem solving and improving strategy at 5. grades. Each year nearly 120 new students come to school. For stakeholders, courses will be opened by the help of public education service.



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	Grant Requested
930402079	Applicant Organisation	MEHMET HIKMET KASERCI ORTAOKULU	12000.00
930055207	Partner Organisation	9th Primary School of Rethymno	6000.00
Total			18000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
930402079: MEHMET HIKMET KASERCI ORTAOKULU	1	2	100 - 1999 km	575.00	1150.00
930055207: 9th Primary School of Rethymno	1	2	100 - 1999 km	575.00	1150.00
Total					2300.00

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	No. of Working Days	Grant per Day	Grant Requested
930402079: MEHMET HIKMET KASERCI ORTAOKULU	O1	Teachers/Trainers/Researchers	Turkey	60	74.00	4440.00
Total				65	Total	4715.00



PIC of Organisation	Event Identification	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
930402079: MEHMET HIKMET KASERCI ORTAOKULU	E1	O1	Technicians	Turkey	5	55.00	275.00
Total					65	Total	4715.00

I.4. Multiplier Events

PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
930402079: MEHMET HIKMET KASERCI ORTAOKULU	E1	Turkey	50	100.00	5	200.00	6000.00
Total			50	Total	5	Total	6000.00

I.5. Learning/Teaching/Training Activities

I.5.1. Travel

PIC of Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Grant Requested
930055207: 9th Primary School of Rethymno	C1	Short-term exchanges of groups of pupils	13	100 - 1999 km	275.00	3575.00
930402079: MEHMET HIKMET KASERCI ORTAOKULU	C2	Short-term exchanges of groups of pupils	13	100 - 1999 km	275.00	3575.00
930402079: MEHMET HIKMET KASERCI ORTAOKULU	C3	Blended mobility of school learners	13	100 - 1999 km	275.00	3575.00
930055207: 9th Primary School of Rethymno	C4	Blended mobility of school learners	13	100 - 1999 km	275.00	3575.00
Total			52	Total	Total	14300.00



PIC of Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Grant Requested
			Total		Total	14300.00
			52			

1.5.2. Individual Support

Long-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (months)	Country of Destination	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
						Total		Total	

Short-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (days)	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
930055207: 9th Primary School of	C1	Short-term exchanges of groups of pupils	7	10	385.00	3	700.00	5950.00
930402079: MEHMET HIKMET KAS	C2	Short-term exchanges of groups of pupils	7	10	385.00	3	700.00	5950.00
		Total	28	40	Total	12	Total	23800.00



PIC of Organisation	Activity No.	Activity Type	Duration (days)	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
930402079: MEHMET HIKMET KAS	C3	Blended mobility of school learners	7	10	385.00	3	700.00	5950.00
930055207: 9th Primary School of	C4	Blended mobility of school learners	7	10	385.00	3	700.00	5950.00
Total				40	Total	12	Total	23800.00

I.5.3. Linguistic Support

PIC of Organisation	Activity No.	Activity Type	No. of Participants (without accompanying persons)	Grant per Participant	Grant Requested
Total				Total	

I.6. Special Needs

PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
930402079: MEHMET HIKMET KASERCİ ORTAOKULU	4	There is no need for financial support	0.00
930055207: 9th Primary School of Rethymno	2	There is no need for financial support	0.00
Total			0.00



PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
		Total	0.00

I.7. Exceptional Costs

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

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

Empty text area for comments.



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+ dissemination 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.

In view of further publication on the Erasmus+ dissemination 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.

SUMMARY: Today there are some problems which are common for all nations in Europe. One of this problem is early school leavings. When we look European commission report, Turkey has the highest rate on early school leavings. From this point we examined our school's situation, we made a need analysis. What was the first priority of our school? The answer was open. There are high school absenteeism rates in the classes. They are especially disabled or disadvantaged students. Because of their absenteeism their achievement has fell down. Their motivation and concentration problems are raising enourmously. Day by day they were sitting in front of the computer and playing games with it much more. Sitting was bringing some health problems such as obesity and isolation from the social life. We had to put a stop at that point. We tried to develop an innovative method to take their attention to school and making them more sociable.

In the context of this method, the objectives of the project are that,

1. Decreasing school absenteeism from %15 to % 5.
2. Taking attention of students to school by making school a place more joyful.
3. To gain self- confidence to disabled and disadvantaged students (Increasing rate of self-confidence 20%).
4. Increasing concentration on a point, motivation and positive attitudes toward school.
5. Teaching eight different and unknown sports; mangala, matrak, hemsball (Turkish sports), discus, javelin, long-jump with weight, running and wrestling (ancient Greek style of them) to students and taking them from in front of the computer.
6. By the help of sport increasing social relationships, integrating disabled and disadvantaged students to society and decreasing obesity problems.
7. To introduce a diffrent nation by showing its similarities and differences and by giving chance of visiting a foreign country.
8. Teaching old Turkish, Ottoman and Ancient Greek sports at least 878 pupils 42 teachers, introduce and disseminate them at least 3020 person and different nations all around the world.
9. Gaining to set goal and problem solving skills in order to have life long lasting multidiscplined skills by teaching strategy developing.
10. Mathematic achievement will increase 10%
11. Teaching fair play

Number of participants and profiles of them; the participants are two schools from Turkey and Greece. These schools are coming from low socia economic level. The students on target group are 10-12 years old. Turkish school has %10.2 and Greece 9% divorced family children, %3 disabled students and % 10 students with high rate of absenteeism also in both schools (at least 25 day per a term). These students are totaly 144. They are the target group of study, but they are not the only participants of project. 838 students from both school will learn and train on concentration, motivation, setting target by the way of eight sports. 14 teachers from partner schools will join the project as a teacher, trainer, referee, writer, curriculum developer, expert of assesment and evaluation or accompanying person with the certificate of special education. 38 teachers will join to learn and disseminate that methodology. 40 students from different schools will join the trainings at partner schools.

To reach our objectives, eight sports will be used in the project. Because children like sports and games. Psychomotor activities provide them to gain high concentration and to take their interest also make their body healthier. For these reasons, the sports which focus on the developing concentration, balance and setting target are chosen the project; mangala, a strategy game; matrak is a concentration game; hemsball; discus; javelin; long-jump with weights are balance, concentration and setting target games. As activity, firstly teachers at partner schools will be trained, then students who are in target group will be trained, two school will meet in Turkey and Greece to teach their own sports. At the begining of second year there will be a big tournament in Greece and at the end of the project there will be an olympiad games in Turkey. During the project bimonthly journal, video posters, broshures, slogans in the context of fair play will be published and distrubuted. A book is published and a conference will be hold as intellectual output. For evaluation, before and after the project, motivation, concentration, attitude scales, sport knowledge test, Matematical problem solving skills test will be applied and compared the results. As a result 878 students will develop their concentration, motivation and attitude toward school. They will be much more pleasent at the school. Probabilty of early leaving school will be decreased. They will learn setting target and eight traditional, forgetton sports. They will have multiculturalured and multi disciplined skills and Europass. The



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 2.05

skills will help them during lifetime. Nearly 3020 people will be introduced Turkish, Ottoman, Greek sports culture by training, conference, media and ICT.

Form hash code: 042B94B2797DE6BA

EN

This form has been submitted on: 2015-03-31 08:17:58. Status: OK (1256213).



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
930402079	MEHMET HIKMET KASERCI ORTAOKULU	Turkey
930055207	9th Primary School of Rethymno	Greece
Total number of participating organisations		2



J.2. Budget Summary

PIC of Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities			Special Needs	Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support			
930402079	12000.00	1150.00	4715.00	6000.00	7150.00	11900.00	0.00		42915.00	
930055207	6000.00	1150.00			7150.00	11900.00	0.00		26200.00	
Total	18000.00	2300.00	4715.00	6000.00	14300.00	23800.00	0.00		69115.00	

J.2.1. Project Total Grant

Grant Calculated	69115.00
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K. Checklist

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

- you have used the official Key Action 2 application form.
- all relevant fields in the application form have been completed.
- you have chosen the correct National Agency of the country in which your organisation is established.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the legal representative mentioned in the application.
 - the mandates of each partner to the applicant signed by both parties (recommended).
 - the timeline for the project activities and outputs using the template provided.
- all participating organisations 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 by computer. 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,
- 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 accompanying this form.

You are entitled to obtain access to your personal data on request and to rectify any such data that is inaccurate or incomplete. If you have any queries concerning the processing of your personal data, you may address them to your National Agency. You have the right of recourse at any time to your national supervising body for data protection or the European Data Protection Supervisor for matters relating to the processing of your personal data.

You are informed that for the purposes of safeguarding the financial interest of the Communities, your personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel and/or to the European Anti-Fraud Office (OLAF).

<http://www.edps.europa.eu/>



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):	



N. Annexes

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

File Name	File Size (kB)
declaration of honour.pdf	128
project time table.xlsx	34
Total Size	162



O. Submission

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

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted	YES
Submission ID	1256213
Submission date (Brussels, Belgium Time)	2015-03-31 08:17:58
Hash code	042B94B2797DE6BA

O.3. Alternative Submission Procedure

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

O.4. Submission Summary

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

Number	Time	Form Hash Code	Submitted	Description
1	2015-03-31 08:17:58 (Brussels, Belgium Time)	042B94B2797DE6BA	YES	Your submission was successful. Submission ID: 1256213

O.5. Form Printing

Print the entire form