




A. GENERAL INFORMATION

Please send this report to your National Agency, duly completed and signed by 30 September 2015. This report is considered as your request for payment of the balance of the grant. Please check Annex III of your grant agreement for a detailed explanation of the calculation of the final grant amount.

B. SUBMISSION

Programme	LIFELONG LEARNING PROGRAMME
Sub-programme	COMENIUS
Action type	PARTNERSHIPS
Action	COMENIUS Multilateral school partnerships
Call	2013
Working language of the partnership	EN - English

B.1. PROJECT IDENTIFIERS

Grant agreement no.	2013-1-IS1-COM06-02722 1
Project title	The impact of water on our lives
Project acronym	
National Id	
Form hash code	 BAC497817146C854

B.2. NATIONAL AGENCY

Identification	IS1 LLP (LME)
Postal address	Landskrifstofa Menntaáætlunar ESB, Dunhaga 5, 107 Reykjavík
Email address	lme@hi.is
Helpdesk	lme@hi.is
Website	www.comenius.is



C. IDENTIFICATION OF THE BENEFICIARY

C.1. BENEFICIARY ORGANISATION

Role	Partner (PA)
Full legal name (national language)	Menntaskólinn á Tröllaskaga
Full legal name (latin characters)	Menntaskólinn a Tröllaskaga
Acronym	
National id (if applicable)	690310-0820
Type of organisation	General secondary school (EDU-SCHSec)
Scope	regional (R)
Legal status	public (PB)
Size (staff)	staff 1 to 20
Size (pupils)	51 to 250
Legal address	Ægisgata 13 (Aegisgata 13)
Postal code	625
City	Ólafsfjörður (Olafsfjordur)
Country	IS - ICELAND
Region	IS00 - Ísland
Telephone 1	+354 460 4240
Telephone 2	
Fax	
Email	mtr@mtr.is
Website	www.mtr.is



C.2. CONTACT PERSON

Title	MS
First name	Inga
Family name	Eiríksdóttir
Department	N/A
Position	teacher
Work address	Ægisgata 13 (Aegisgata 13)
Postal code	625
City	Ólafsfjörður (Olafsfjordur)
Country	IS - ICELAND
Telephone 1	+354 460 4240
Telephone 2	+354 460 4247
Mobile	+354 775-9110
Fax	
Email	inga@mtr.is



C.3. LEGAL REPRESENTATIVE

Title	Ms
First name	Lára
Family name	Stefánsdóttir
Organisation	
Department	N/A
Position	Schoolmaster
Work address	Ægisgata 13 (Aegisgata 13)
Postal code	625
City	Ólafsfjörður (Olafsfjordur)
Country	IS - ICELAND
Telephone 1	+354 460 4240
Telephone 2	+354 460 4242
Fax	
Email	lara@mtr.is

C.4. SOURCE OF INFORMATION

At application stage how did you find information about partnerships?



D. IDENTIFICATION OF THE PARTNERS

D.1. PARTNER ORGANISATION

National Agency identification	DE3 LLP-Com-SV (PAD)
Role	Coordinator (CO)
Full legal name (national language)	Abtei-Gymnasium Brauweiler
Full legal name (latin characters)	Abtei-Gymnasium Brauweiler
Acronym	
National id (if applicable)	183910
Type of organisation	General secondary school (EDU-SCHSec)
Scope	regional (R)
Legal status	public (PB)
Size (staff)	staff 51 to 250
Size (pupils)	501 to 2.000
Legal address	Kastanienallee 2
Postal code	50259
City	Pulheim
Country	DE - GERMANY
Region	DEA - NORDRHEIN-WESTFALEN
Telephone 1	+492234-9820211
Telephone 2	
Fax	+492234-9820223
Email	183910@schule.nrw.de
Website	www.abteigymnasium.de



D.2. PARTNER ORGANISATION

National Agency identification	IT2 LLP-Com-Era-Gru-SV (AS ex INDIRE)
Role	Partner (PA)
Full legal name (national language)	I.S.I.S.S. DAL CERO
Full legal name (latin characters)	I.S.I.S.S. DAL CERO
Acronym	
National id (if applicable)	VRIS00400V
Type of organisation	General secondary school (EDU-SCHSec)
Scope	national (N)
Legal status	public (PB)
Size (staff)	staff 51 to 250
Size (pupils)	501 to 2.000
Legal address	Via Fiume 28 bis
Postal code	37047
City	San Bonifacio (Vr)
Country	IT - ITALY
Region	ITD3 - Veneto
Telephone 1	0039 045 524670
Telephone 2	
Fax	
Email	Vris00100b@istruzione.it
Website	www.dalcero.it



D.3. PARTNER ORGANISATION

National Agency identification	ES1 LLP (OAPEE)
Role	Partner (PA)
Full legal name (national language)	IES FRANCISCO RIBALTA
Full legal name (latin characters)	IES FRANCISCO RIBALTA
Acronym	
National id (if applicable)	OAPEE
Type of organisation	General secondary school (EDU-SCHSec)
Scope	european (E)
Legal status	public (PB)
Size (staff)	staff 51 to 250
Size (pupils)	501 to 2.000
Legal address	Rey Don Jaime, 35
Postal code	12001
City	Castellon
Country	ES - SPAIN
Region	ES52 - Comunidad Valenciana
Telephone 1	003464210488
Telephone 2	003464253522
Fax	
Email	direccio@2iesribalta.net
Website	iesribalta.net



E. PART A (CONCERNING THE PARTNERSHIP AS A WHOLE)

E.1. SUMMARY

Please provide a brief description of the partnership carried out in the communication language of the partnership (maximum of 5000 characters). The provided summary may be used for publication.

The project "Water for life" was planned as a 2 years program. The main theme was water and it's impact on students' life, people's life in their own country, life in Europe and in a global context. The main aim of the project was to make students work on the theme of water and raise their awareness of global social responsibility and relationship by creating a team work calendar full of photos, texts, drawings, etc. It was sold later in all the participating countries and the money raised was donated to a water supply project in a Third World country. 5 visits were planned for the project and in each visit activities related to the main aim and the theme were planned and carried out. The visits were in the following order: September 2015 Iceland, March 2014 Spain, May 2014 Germany, September 2014 Italy and May 2015 Spain.

In the first visit to Iceland the students followed a basic photography course and learned about geo-thermical energy and how water is used to produce electricity. The project started in a country with a large abundance of water and with little need of thinking about the lack of water, cleaning it, reusing or recycling it. During the second meeting in Spain the idea was to study the water shortage and pollution, and the students learned how the water was cleaned and reused for the agriculture. During all the time students took photos in their homeland related to water and preparing for visit to Germany. During the meeting in Germany the calendar was assembled together and the final digital version was prepared. Again activities were organized related to the theme of water. For the meeting in Verona the calendars had been printed and were now ready for being sold. The students met with Unicef in Verona and learned about different water projects. The students worked for Unicef as volunteers selling the calendars in the streets of Verona, Venice and at the Lake of Garda. Selling the calendars was the most challenging part of the project because the students learned a lot about people's reaction, how to cope with it and stand up for their case. When back in Iceland the students started to sell the rest of their part of the calendars. A meeting was organized on line with a representative of Unicef stationed in Reykjavik who explained the students about different water projects going on on behalf of Unicef. It was decided to use the money that would be raised in Iceland to buy water pumps and special water cleaning tablets. Money was raised for 6 pumps and 15.000 tablets and was donated during the spring 2015. At the end of this year it will be known where the pumps were installed. The students got very inspired and making the final goal touchable (water pumps) made it much easier for them to sell the calendars. Buying water pumps had another dimension to it, since it permits the girls in the villages to go to school instead of using their time on fetching water. The last meeting in Spain was used to sum up the results and see how much the different partners had raised and celebrate. All the groups had finished the fundraising and we were happy with the results. The evaluation was done on behalf of the teachers involved in the project that attended this last meeting. The students did different activities related to the theme of water, such as visiting Oceanographic and sailing activities where most of the foreign students participated. There was also a visit to the school and a final farewell reunion.

Apart from the impact of studying about water and its influence on daily life in local and global aspects, the project was meant to develop a bigger understanding about similarities and differences of different European cultures. For our students who live in the very North of Europe was essential to meet and collaborate with fellow students from other cultures. It gave them a new and different view of the participating countries. Feeling on own skin the culture by having to live at other students' homes or/and eating different food, participating in other school realities and having to behave in other ways was an important addition to what they learned. By stepping out of their comfort zone they learned and grew and they phased their own and others' prejudices. It certainly gave them a feeling for the European dimension. For us the teachers and coordinators it meant that we learned how to coordinate and collaborate with each other in despite of our differences. We would have liked to carry out more collaboration more on line we had decided to use social media and interact. Differences however in school policies made that quite difficult to the extent that little interaction was between students and teachers on social media between the meetings which meant that the students and teachers lost contact with the other partners in between meetings. It is a very difficult issue to admit but important to remember in future projects.

Translation of Summary into English.



E.2. OUTCOMES

Please fill the following table with the outcomes produced by your partnership.

Identifier	1
Type	Other products (PROTH)
Title	Water for life - a calendar for the year 2015
Description	A calendar that was made as a collaborative product and that was sold in order to fundraise for Unicef.
Date (dd-mm-yyyy)	01-09-2014
Educational field	Other basic programmes (010I)
Topics	Environment / sustainable development (TOPIC-15) Artistic education, also including Arts and Crafts and Music (TOPIC-3) European citizenship and European dimension (TOPIC-17)
Target group(s)/potential beneficiaries	General secondary school (EDU-SCHSec)
Languages	EN - English
Source	
Creator	
Publisher	
Coverage	
Copyright/Rights	
Target sectors	
Medias used	



E.3. EUROPEAN ADDED VALUE

What was the added value of the partnership towards a more intensive European cooperation?

Thanks to the project we feel that the different partners have gained a deep awareness of the cultural differences and similarities of all the participants. We feel that we have gained more understanding of the importance of maintaining communication and cooperation on a positive and flexible level. We have a better idea about how to build up a European project - this was our first project - and we have a better idea of how to seek and find suitable partners. We also realize that a significant issue is mutual respect and tolerance. We look forward to build up new European projects with new partners.

E.4. PARTNERSHIP OBJECTIVES ACHIEVEMENTS

Please summarise briefly the main aims/objectives of your partnership.

The objectives of the partnership were to get the students to gain awareness of the fundamental meaning and importance of water in our lives through working with it as an underlying theme in the project. We also wanted the students to learn to feel gratitude about their own good access to water and let them understand their own responsibility put into a global aspect. Another important objective was also to challenge the students in the communication with their fellow students from other European countries and building intercultural bridges.

E.5. KEY COMPETENCES

Please enter the specific key competences addressed by your partnership.

Cultural awareness and expression (KC8)

Communication in foreign languages (KC2)

Social and civic competences (KC6)

Please specify any concrete measures and activities undertaken at partnership level.

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E.6. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your partnership.

- ☒ Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- ☒ Cultural and linguistic diversity (CulDiv)
- ☐ Fight against racism and xenophobia (RacXen)



- ☐ Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- ☐ Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- ☐ Equal opportunities men and women (Equal)
- ☐ Sexual discrimination, orientation (SexDis)
- ☐ Racial or ethnic origin (RacEth)
- ☐ Age (Age)

If other, please specify.

Please specify any concrete measures and activities undertaken at partnership level.

E.7. WORKPLAN AND TASKS

If some of the tasks carried out are different from those planned at application stage, please explain why.

No

E.8. COMMUNICATION AND COOPERATION

How would you describe the cooperation and communication between the participating organisations involved in your partnership?
Were all organisations equally involved?

All organisations were equally involved in the partnership, there was no difference between any of them. All decisions were mostly made in common agreement.

We had though decided to work together on line in both e-Twinning, on Facebook and use Youtube. But unfortunately this seemed quite difficult since online access was closed in some of the schools because of their policies. In our school we work exclusively on line so it seemed to us a perfect way of establishing and keeping contact between students and teachers and making us work together. If we had known that it was impossible for some of the schools to collaborate on line we would have found an other focus. We do regret to a certain point that we were not able to work more on line and use social media. It was meant for both students and teachers.



E.9. PARTNERSHIP LANGUAGES

Please enter the communication and working languages used in the partnership.

EN - English



E.10. EVALUATION

E.10.1. PROGRESS MONITORING

How did you monitor and evaluate the progress and the expected impact of the partnership?

Questionnaires for participants (quest)

What were the main conclusions and consequences of the monitoring and evaluation?

The main conclusions were that both students and teachers were satisfied with the outcome of the project. Both the calendar as the fundraising were a big success and the whole idea of selling it and giving the money to Unicef meant a lot to all of the involved. Most of the students thought the project to have been giving, challenging, inspiring and as a whole they seem to have learned a lot during the different mobilities. They were also very positive about the mobilities and the activities that were organized. They all find that they have gained more multicultural understanding, and they would recommend such a project to other fellow students. The same goes for the teachers. They are satisfied with the outcome, are happy about the cooperation and would do it again. They were also satisfied with the activities planned during the mobilities. The teachers - as well as the students - enjoyed the experiences of visiting the different countries and they all express a bigger knowledge and estimation of cultural differences and similarities.

E.10.2. RESULTS/PRODUCTS/OUTCOMES ACHIEVEMENT

To what extent were results/products/outcomes previously identified at application stage achieved?

To a high extent (Thigh)

If your outcomes were different to those indicated at application stage, please explain the reasons for these changes.

E.10.3. AIMS/OBJECTIVES ACHIEVEMENT

To what extent were the aims/objectives previously stated at application stage achieved?

To a high extent (Thigh)

In case of underachievement, please explain which aims/objectives were not achieved and for what reasons.



F. PART B (CONCERNING YOUR OWN INSTITUTION)

F.1. PARTICIPANTS

F.1.1. ACTIVITIES

Please enter the details about the number of participants from your institution involved in partnership activities and mobilities.

Type	Gender	No. of Pupils/ Learners/Trainees	Out of which No. of Pupils/ Learners/Trainees With Special Needs	No. of Teachers/Staff	Out of which No. of Teachers/Staff With Special Needs	No. of Accompanying Persons
LOCAL ACTIVITIES	Male	6		3		
	Female	19		5		
TRANSNATIONAL MOBILITIES	Male	4		3		
	Female	15		1		

F.1.2. AGE RANGES

Please enter the number of Pupils/Learners/Trainees by age range.

Age Range	No. of Pupils / Learners / Trainees
16-19 years	

F.2. PARTNERSHIP ACTIVITIES

Please enter the concrete activities carried out by your organisation at local level and during the mobilities.

Activity No.	1
Description	Photographic course for the students at the school
Activity type	Teaching (TRN01)
Start date (dd-mm-yyyy)	24-09-2013
Duration (days)	3
Actors involved	teachers and students



Activity No.	2
Description	Local tour to hot water well in Ólafsfjörður, and local dam in Fljót and museum in Siglufjörður
Activity type	Teaching (TRN01)
Start date (dd-mm-yyyy)	24-09-2013
Duration (days)	1
Actors involved	students and teachers

Activity No.	3
Description	Tour to Mývatn where we visited Krafla, Dimmuborgir and Námaskarð
Activity type	Teaching (TRN01)
Start date (dd-mm-yyyy)	26-09-2013
Duration (days)	1
Actors involved	students and teachers

Activity No.	4
Description	Local tour to Akureyri and a visit to the hot water distribution company.
Activity type	Teaching (TRN01)
Start date (dd-mm-yyyy)	25-09-2013
Duration (days)	1
Actors involved	All participants in the project

To what extent were the planned activities previously stated at application stage achieved?

To a high extent (Thigh)

Please identify not fully achieved activities and explain the reasons and impact on the overall partnership. If some of the activities carried out are different from those planned at application stage, please explain why.

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F.3. IMPACTS

F.3.1. PUPILS/LEARNERS/TRAINEES

What impact did the partnership have on the pupils/learners/trainees?

AREA	RATING
Increased language skills (Pupil-Lang)	High impact (High)
Increased ICT skills (Pupil-ICT)	Medium impact (Medium)
Increased social skills (Pupil-Social)	High impact (High)
Increased motivation (Pupil-Motiv)	Very significant impact (VerySig)
Increased self-confidence (Pupil-Self)	High impact (High)
Increased knowledge about partner countries and cultures (Pupil-Culture)	Very significant impact (VerySig)
Other (Pupil-Oth)	Not applicable (NotAp)

Please comment on your choices.

We found that the students learned a lot about themselves and gained self confidence in their choice. It shows clearly in the questionnaire. The students learned to interact and to use their skills to communicate with other students. They felt highly motivated when it came to the fundraising and were very surprised to see how much they had been able to raise. The meeting with people with UNICEF also gave a clear idea of what it meant and as we decided to actually buy waterpumps it made the fundraising very concrete and somehow understandable. The students have learned to use foreign languages to communicate and travelling to the different places have opened up their eyes towards new cultures, traditions and ways of living.

F.3.2. TEACHERS/STAFF

What impact did the partnership have on the teachers/staff?

AREA	RATING
Increased language skills (Staff-Lang)	High impact (High)
Increased ICT skills (Staff-ICT)	Small impact (Small)
Increased pedagogical skills (Staff-Pedag)	Medium impact (Medium)
Increased motivation (Staff-Motiv)	High impact (High)
Increased project management skills (Staff-PrjMng)	High impact (High)
Increased knowledge about partner countries and cultures (Staff-Culture)	High impact (High)
Other (Staff-Oth)	Not applicable (NotAp)

Please comment on your choices.

The teachers have learned how to work in a multicultural project with all its difficulties and advantages. They have had to use



foreign languages to communicate and have got to know different cultures and traditions. They have learned the importance of being role models and setting example for their pupils as where is comes to act in a not familiar context, learning to act and "read " a different culture.

F.3.3. ORGANISATION

What impact did the partnership have on your organisation?

AREA	RATING
Changes to the curriculum/training programme (Home-Curr)	High impact (High)
Changes to organisational arrangements (Home-Org)	Medium impact (Medium)
Increase support of the organisation management (Home-Supp)	Medium impact (Medium)
Changes in language teaching policy (Home-LangPol)	High impact (High)
Increased cooperation among staff (Home-StaffCoop)	High impact (High)
Other (Home-Oth)	Medium impact (Medium)

If other, please specify.

No

Please comment on your choices.

For our organisation is has meant that we are ready for new partnerships if it finds suitable partners to work with. It has made us aware of the importance of choosing well your partners when searching for a partner in an European project. It is very important to increase and stimulate our students and projects like this one are an important way of doing this since it offers us the possibility of working with language skills, multicultural understanding and the awareness of a whole world outside their own reality. At the school we had chosen to make a specific course around the project that fitted into the curriculum as a choice for the students. Whenever possible we will try to do so in the future. The organisation has also decided have a person that specially takes care of working around foreign projects.

F.3.4. LOCAL COMMUNITY

What impact did the partnership have on the local community?

AREA	RATING
Increased support and participation of family members (Local-Family)	Medium impact (Medium)
Increased cooperation with other local organisations (Local-Coop)	Small impact (Small)
Increased cooperation with local companies (Local-Comp)	Small impact (Small)
Increased support and participation of other local actors (Local-Actor)	Small impact (Small)



Other (Local-Oth)

Small impact (Small)

If other, please specify.

no

Please comment on your choices.

The most important implication has been from without the families. The students have brought back stories from the different mobilities, to a big majority very positive. The local community it that way has become very positive and trusty towards us for taking their youngsters abroad, they look upon projects like this one in a very positive way. The impact in this way has started within the families and the stories have spread around to other students who now are in at school and are very excited to participate in a new project that we have already started within another program. In that way you can say that the project has been a good startingpoint for a tradition. On the open school days which are 2 days a school year the project has been presented and the students have been active selling the calendars in their local surroundings which made the local communities well aware of the project.

F.3.5. OTHER IMPACTS

Please describe any other impact you have noted.



F.4. DISSEMINATION

How have you informed your organisation/other organisations/the local community of the results of your partnership?

Dissemination through the media (DISS09)

Please specify the dissemination activities carried out.

Different articles about all mobilities and about the outcome of project have been published on the school web page. In the annual school .

Introductions at local exhibition in school



F.5. SUSTAINABILITY

How do you think that the outcomes of your partnership could be used by others?

We think that the outcomes show the importance for schools in smaller communities to undertake and participate in projects certainly because it influences a high percentage of the local population. It has also shown that it is important to be more insistent about ways of communication and collaboration during the project. We have learned that being so far away, the collaboration and exchange portal should always be very active in a project like this certainly when it was the idea from the start. Projects like this that are for a part build upon use of social media and electronic exchange undergo the danger falling into sleep if they are not being kept alive. We think that the outcomes could be used to inform collaborators of new projects about making sure about school policies when it comes to use of social media and electronic communication so no doubts are about that. Sometimes the will is there but the reality is different.



F.6. MOBILITY PARTICIPATION

Mobility Type of Grant Awarded	COM-24M
Number of Reduced Mobilities (due to staff or pupils/learners/trainees with special needs or travel to or from Overseas Countries and Territories)	

Please enter the mobility participation details.

Mobility No.	1
Host Organisation	IES FRANCISCO RIBALTA
Receiving Country	ES - SPAIN
Receiving Location	Castellón
Description	
Start date (dd-mm-yyyy)	10-03-2014
End date (dd-mm-yyyy)	14-03-2014
Duration (days)	5
No. of Pupils/Learners/Trainees	5
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	1
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	

Mobility No.	2
Host Organisation	I.S.I.S.S. DAL CERO
Receiving Country	IT - ITALY
Receiving Location	Verona
Description	
Start date (dd-mm-yyyy)	17-09-2014
End date (dd-mm-yyyy)	22-09-2014
Duration (days)	6



No. of Pupils/Learners/Trainees	6
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	

Mobility No.	3
Host Organisation	Abtei-Gymnasium Brauweiler
Receiving Country	DE - GERMANY
Receiving Location	Pulheim
Description	
Start date (dd-mm-yyyy)	18-05-2014
End date (dd-mm-yyyy)	24-05-2014
Duration (days)	5
No. of Pupils/Learners/Trainees	5
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	

Mobility No.	4
Host Organisation	IES FRANCISCO RIBALTA
Receiving Country	ES - SPAIN
Receiving Location	Castellon
Description	
Start date (dd-mm-yyyy)	24-04-2015
End date (dd-mm-yyyy)	28-04-2015



Duration (days)	5
No. of Pupils/Learners/Trainees	12
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	

F.6.1. MOBILITY PARTICIPATION SUMMARY

Total No. of Pupils/ Learners/Trainees	Out of which Total No. of Pupils/ Learners/Trainees With Special Needs	Total No. of Staff	Out of which Total No. of Staff With Special Needs	Total No. of Accompanying Persons
28	0	7	0	0



G. LESSONS LEARNED

G.1. PROBLEMS/OBSTACLES ENCOUNTERED

If applicable, please describe any difficulty you encountered before/during/after the Partnership and how they were solved.

Please enter here any other comments you may have.

G.2. COMMENTS AND SUGGESTIONS

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Comenius/Grundtvig/Leonardo da Vinci Partnerships' projects (such as recommendation for future measures, administrative procedures, level of funding, etc.).



K. SUBMISSION

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

K.1. DATA VALIDATION

Validation of compulsory fields and rules

K.2. SUBMISSION SUMMARY

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

Number	Time	Event	Form hash code	Status
1	2015-09-28 18:44:21	Online submission	BAC497817146C854	OK (1299823)

K.3. STANDARD SUBMISSION PROCEDURE

Online submission (requires internet connection)

Submission status

OK

Submission ID

1299823

Submission Local Date (Brussels)

2015-09-28 18:44:21

Hash code

BAC497817146C854

This is a confirmation that you have successfully submitted your form. Now, you should print, sign and send the form to your National Agency. Please save the form for future reference.

Please also note that only an electronically submitted form should be printed, signed and sent to your NA.

K.4. ALTERNATIVE SUBMISSION PROCEDURE

Creates a file to be sent by email to the National Agency

(To be used ONLY if online submission is not available. Please see instructions about this procedure in the "Applicant Guide")



H. EU FUNDING

Partner organisation	National Agency of the organisation	Partnership type	No. of realised mobilities (pupils/ learners)	No. of realised mobilities (staff)	Total No. of realised mobilities
Menntaskólinn a Trollsaskaga	IS1 LLP (LME)	COM-24M	28	7	35

I. DATA PROTECTION NOTICE

PROTECTION OF PERSONAL DATA

Processing this form may involve the recording and processing of personal data. Such data will be processed 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 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://ec.europa.eu/dgs/education_culture/calls/dpo_en.htm

J. GRANT HOLDER'S DECLARATION AND SIGNATURE

To be signed by the person legally authorised to sign on behalf of your institution/organisation and by the partnership contact person in your institution/organisation.

We, the undersigned, certify that the information contained in this Final Report is correct to the best of our knowledge and we herewith request the balance payment of the grant awarded.

Place: Ólafsfjörður Date: 29. september 2015

Name of the contact person (in capital letters): INGA EIRIKSDÓTTIR

Position of the contact person (in capital letters): TEACHER

Signature of the contact person: [Signature]

Place: Ólafsfjörður Date: 29. september 2015

Name of the Head of Institution/Organisation (in capital letters): LARA STEFANSDÓTTIR

Position of the Head of Institution/Organisation: HEADMASTER

Signature of the Head of Institution/Organisation: [Signature]

Stamp of the Institution/Organisation: [Stamp]

