

**Final Beneficiary Report for 2015-1-IS01-KA101-013083****Erasmus+**

Menntaskólinn á Tröllaskaga

- **Erasmus+**
- **Landskrifstofa Menntaáætlunar Evrópusambandsins National Agency for the Lifelong Learning Programme**
- **Learning Mobility of Individuals**
- **Mobility of learners and staff**
- **School education staff mobility**
- **Call 2015**
- **Round 1**
- **Grant Agreement Number 2015-1-IS01-KA101-013083**
- **Report Type Final**
- **Date of submission 12/10/2016**

**LÁRA STEFÁNSDÓTTIR**  
Name of legal representative

Main content:	Report Form
Number of attachments:	<b>9</b>

## General Information

This report form generated from the Mobility Tool+ consists of the following main sections:

- **Context:** this section resumes some general information about your project;
- **Project Summary:** this section summarises your project and the organisations involved as partners;
- **Summary of participating organisations**
- **Description of the Project:** in this section, you are asked to give information about the objectives and topics addressed by your project;
- **Implementation of the Project**
- **Activities**
- **Participants' Profile**
- **Learning Outcomes and Impact**
- **Dissemination of Project Results**
- **Future Plans and Suggestions**
- **Budget**

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+

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## 1. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key Action	Learning Mobility of Individuals
Action	Mobility of learners and staff
Action Type	School education staff mobility
Call	2015
Report Type	Final
Language used to fill in the form	EN

### 1.1. Project Identification

Grant Agreement Number	2015-1-IS01-KA101-013083
Project Title	Creative and innovative solutions in education
Project Acronym	
Project Start Date (dd-mm-yyyy)	20/08/2015
Project End Date (dd-mm-yyyy)	19/08/2016
Project Total Duration (months)	12
Beneficiary Organisation Full Legal Name (Latin characters)	Menntaskólinn á Tröllaskaga

## 1.2. National Agency of the Beneficiary Organisation

Identification	Landskrifstofa Menntaáætlunar Evrópusambandsins National Agency for the Lifelong Learning Programme
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For further details about the available Erasmus+ National Agencies, please consult the following page:

[https://ec.europa.eu/programmes/erasmus-plus/contact\\_en](https://ec.europa.eu/programmes/erasmus-plus/contact_en)

## 2. Project Summary

this section summarises your project and the organisations involved as partners;

Please provide a short summary of your project upon completion.

Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications or when giving information on a completed project. It will also feed the Erasmus+ Dissemination Platform (see annex III of Programme Guide on dissemination guidelines). The main elements to be mentioned are: context/background of the project; objectives; number and type/profile of participants; description of undertaken activities; results and impact attained; if relevant, longer-term benefits.

Please be concise and clear.

Menntaskolinn in Tröllaskaga has been working since 2010. It functions under Iceland's newest legislation for education and provides more flexibility in study options. The school offers an ambitious program with diverse teaching methods that focus on student performance and independence. The school has been leading in innovation in learning and teaching, in management and distribution of decision taking, in new ways of organizing learning materials and new ways of implementing innovation and creativity and as such the school is ahead of many of the secondary schools in Iceland.

The objective of the project is to maintain and reinforce innovation, entrepreneurship and creativity as main streams at the school. It is necessary to step out off the local reality and visit schools outside Iceland in order to get inspiration, reinforcement and feed- back on what is done. The experiences of job-shadowing at these schools will fulfill the needs of the staff to reflect and strengthen themselves in the work of other colleagues exploring new ways of working, getting inspiration and feedback. The project adds furthermore an international aspect to our school while permitting us to see our work in a wider European perspective. It is essential for the school community to experience the staff being able to reflect upon the reality in foreign countries and show that they are able to widen their horizon.

The total number mobilities ( 10) stand for the number of staff members that have expressed desire to participate in the project. All the participants have been very active and have had key-roles at school implementing creativity, entrepreneurship and innovation in their learning material and teaching methods. For them it is time to step out of their reality widening their horizon and get new inspiration in order to withheld and further develop innovative and creative ideas.

At the end of the school-year 2015 the participants will be consulted as to when the visits will take place . A collaborative platform with the schools involved will be established as well as a preparatory meeting will be organized at the beginning at the school year 2015-2016 where mobilities will be explained and further preparation and organization will be discussed. The school year and the project will start in of in August 2015 with a lecture on innovation and creativity, and and on line presentation

with the first school that will be visited, followed a working session. The further program for the year 2015-2016 will be presented.

Positive contact has been made with two schools in Denmark København's åbne gymnasium (<http://www.kg.dk/node/191>) and Örestad gymnasium (<http://www.oerestadgym.dk/oplevel-skolen>). We have made a preliminary plan of 5 visits throughout the school-year 2015-2016; two visits in the Autumn 2015 and three during Spring 2016. For each visit the schools in Denmark will find participants willing to open up their working environment and participate in the job-shadowing. They will also from an active role in the reflection and participate on a collaborative platform in advance of the visit.

In each visit 2 participants will go together on job-shadowing. The mentorship and guidance through the project will be done through the collaborative platform on one hand and on the other during the regular meetings held every week at school.

At the end of the project we will hold a workshop in order to work out new ideas, how they can be used at school, how they fit and add to the schools main values, teaching methods and learning environment, meeting the needs of the school community. All summaries and ideas gained will be published and shared on the collaborative platform.

We want to inspire and build up young people by giving them instruments to work with in the future very vital in an area like the school is situated in. We want them to gain bigger self-confidence and strength. But we realize that in order to do so we need our staff to do the same. In order to be able to do that we hope that the impact of the visit will be a vital reinforcement of the main values of the school as well as an reinforcement of the participants.

### 3. Summary of participating organisations

Role of the Organisation	PIC of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation
Applicant Organisation	941206618	Menntaskólinn á Tröllaskaga	Iceland	School/Institute/Educational centre – General education (secondary level)
Partner Organisation	939641426	Københavns åbne Gymnasium	Denmark	School/Institute/Educational centre – General education (secondary level)
Partner Organisation		Brøndby Gymnasium	Denmark	School/Institute/Educational centre – General education (secondary level)
Partner Organisation		Høje-Taastrup Gymnasium	Denmark	School/Institute/Educational centre – General education (secondary level)
<b>Total number of participating organisations:</b>			<b>4</b>	



## 4. Description of the Project

in this section, you are asked to give information about the objectives and topics addressed by your project;

To what extent were the objectives of the European Development Plan achieved? How were they reached? Please comment on any objectives that were not achieved in the project. Please describe achievements that exceeded initial expectations.

It has been a great opportunity for the participants to travel abroad and to participate in activities in other organisations similar to their own and yet in a totally different environment. They have the opportunity to observe how didactics and pedagogy tend to differ in different countries. But they also learned that they are doing well in learning strategies, in the use of ICT, that in spite of being from a small isolated school in North-Iceland they are even maybe ahead of many of their colleagues in Denmark. They also gained a sense of -" yes we do belong to the same main European stream" and at the same time some of them came to experience a very multicultural learning environment. It was a very valuable experience for the most of them.

The key to the learned experience was though how the schools had put together the program so it suited the participants and met their needs and interests.

How did the participating organisations contribute to the project? What experiences and competencies did they bring to the project?

The participating organisations all participated in the Facebook groups that were developed for the job shadowing mobilities. The initial idea was that the participants were able to connect before leaving and introduce themselves and start collaborating. The schools in Denmark all elaborated a program at their organisations and found partner colleagues in their organisations for our participants. They send the program and the names of their contacts before hand and some of them published it on Facebook.

In all mobilities the receiving schools made a program that they thought would be interesting to us based on the project description and on our common goals and learning strategies. They gave our participants to a big extent an idea of how they work with ICT, how they work with young talents in Sports, how they tackle entrepreneurship and also the discussion about how to manage didactics and pedagogy in the work with young people.

How did you choose the receiving organisations?

We started looking for organisations that were similar to our own in several ways,

specially according to our own teaching and learning strategies. We are a new school with a strong emphasis on the use of technology at all levels. We also stress the necessity of entrepreneurship and creativity in all school work.

We wanted to visit schools in Scandinavia where there is a similar Nordic cultural context and we started searching for schools in Denmark. We wrote to more or less at least 10 schools and finally we after having visited them early spring 2015 and having exchanged emails, we decided to visit the chosen schools because they were the ones that had things in common with us.

At f.ex Brøndby gymnasium the similar size, the use of ICT and their sports department seemed very interesting as well as how enthusiastic they were.

At the other hand the KG gymnasium seemed to stress both the use of ICT and creativity and entrepreneurship since they have an amazing department for young entrepreneurs within the Calsberg foundation.

The school Taastrup Gymnasium has a special approach in how they work with autistic students and have already had a lot of collaboration with schools from the Faroe Islands. They were also very open to receive us. It was actually quite difficult to find a school that taught students with special needs.

After we had contacted the schools and visited them we made an agreement about dates for the visits during the autumn and after that we decided for the spring during the autumn 2016.

What were the most relevant topics addressed by your project?(multiple selection possible)

- Entrepreneurial learning - entrepreneurship education
- Creativity and culture
- Pedagogy and didactics

In case the topics chosen are different from the ones in the application, please explain why.

No, they were not different.

Which activities did you carry out in order to assess the extent to which your project has reached its objectives and produced results? How did you measure the level of success?

After each mobility the participants wrote a report and made a presentation at a staff meeting at school. In the presentation the participants had to

- a. present the visited school
- b. present the program that was made for them
- c. summarize the mobility
- d. make a conclusion of expectations and learned experiences during the mobility.
- e. explain into which extent the mobility had been useful and how they saw they could use what they learned in their own environment.

During the meetings the participants answered questions and gave good advice to

their colleagues who hadn't yet gone on their mobility. After the mobility and the presentation the participants have written a report on the visit where they went over the same points as in the presentation and send it to the project manager and they have been saved on a collaborative map on Dropbox. We used the results already in the beginning of this year to apply for a new Erasmus+ project that forms the next step in the learning development of the school staff.

## 5. Implementation of the Project

### 5.1. Practical Arrangements and Project Management

How did the participating organisations manage practical and logistical matters (e.g. travel, accommodation, insurance, safety and protection of participants, visa, work permit, social security, mentoring and support, preparatory meetings with partners etc.)?

The school managed all logistical matters such as flights and accommodation. They also managed to find cheaper solutions in accommodation so more participants were able to go. All participants had their own travel insurance and a special European health insurance card.

All the mentoring and preparatory meetings were done by Ida Semey who set up the Facebook groups, who also managed all the contacts with the different organisations and saw to plan all the different mobilities in collaboration with the contact persons in the different organisations. She saw to the fact that a program was made by every school and that the participants were connected to colleagues before going on the mobilities.

How were quality and management issues (e.g. setting up of agreements with partners, learning agreements with participants, etc.) addressed and by whom?

While still waiting for the acceptance of the project Ida Semey used 2 holiday days in Copenhagen where she met people with two of the three schools. These meetings were important because there she got the goodwill to carry out the mobilities at the schools and we planned possible dates for mobilities.

All contact after that was managed by email and phone with special contact persons in the different organisations that by then were pointed out.

We set up learning agreements with the participants with focus points and asked to put forward questions and expectations.

What kind of preparation was offered to the different types of participants (e.g. task-related, intercultural, linguistic, risk prevention etc.)? Who provided such preparatory activities? How did you assess the usefulness of such preparatory activities?

We did not have to do any other preparation than the presentation of the schools that were carefully selected in regards to our needs in terms of learning strategies, pedagogy and didactics. etc.

Our way of assessing the usefulness was through the reports done by the

participants and as well through the presentation they all did of the mobilities during the schoolyear 2015-2016. They also reported during the mobilities on our facebookpage for the staff.

How were monitoring and/or support of participants carried out during the project?

It was carried out at our weekly meetings, on facebook, in emails and giving advice allways when needed.

Please describe any problem(s) or difficulty you encountered during the project and the solutions(s) applied.

We did not encounter any serious problems. The only small difficulty we encountered was the change of the contact person at one of the organisations which made the last mobility a bit less fruitful.

## 5.2. Linguistic Support

Did you use parts of the 'organisational support' grant for the linguistic preparation of participants involved in the project?

No

What kind of linguistic support did you offer?

None, it wasn't necessary.



Activity Type	Flow No.	Sending Country	Receiving Country	Calculated Duration (days)	Travel Days	Funded Duration (days)	Distance Band	Number of Participants	Number of Participants with Special Needs	Number of Accompanying Persons	Number of Non-teaching Staff
Job Shadowing	1	Iceland	Denmark	6	2	8	0 - 99 km	1	0	0	0
Job Shadowing	2	Iceland	Denmark	7	2	9	0 - 99 km	1	0	0	0
Job Shadowing	3	Iceland	Denmark	3	1	4	100 - 499 km	1	0	0	0
Job Shadowing	4	Iceland	Denmark	4	2	6	2000 - 2999 km	2	0	0	0
Job Shadowing	5	Iceland	Denmark	5	2	7	2000 - 2999 km	2	0	0	0
Job Shadowing	6	Iceland	Denmark	6	0	6	2000 - 2999 km	1	0	0	0
Job Shadowing	7	Iceland	Denmark	6	2	8	2000 - 2999 km	4	0	0	0
Job Shadowing	8	Iceland	Denmark	7	2	9	2000 - 2999 km	2	0	0	0
Total				44	13	57		14	0	0	0

## 7. Participants' Profile

Please describe the background and profile of the participants (age, gender, professional profile, etc.) that have been involved in the project and how these participants were selected.

The total number of mobilities stand for the number of staff members that have expressed desire to participate in the project. There were 14 participants and we did not choose them, all that wanted to participate got to participate. It is vital for our school to be able to be able to fulfill their needs.

They all expressed the need and desire of seeing how other schools work with innovation, entrepreneurship and creativity and it was chosen as theme. Since the school started no school visit or study in general has been done in another school environment since we have worked very much with our own program.

8 participants were female and 6 male. All participants have a teaching degree, all of them have finished a BA degree in their subject and 4 of them a Master Degree. 6 teachers are under 40 years old, 3 teachers between 40 and 50, and 5 between 50 and 60 years old.

For many of the participants it was very important to participate because they have started many of them their teaching experience in our school or in our area.

### 7.1. Overview of Participants

Activity Type	Total Number of Participants	Out of Total, Number of Participants With Special Needs	Out of Total, Number Accompanying Persons	Out of Total, No. of Non-teaching Staff
Job Shadowing	14	0	0	0
<b>Total</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>

### 7.2. Gender

Activity Type	Female	Male	Undefined
Job Shadowing	8	6	0



<b>Total</b>	8	6	0
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## 8. Learning Outcomes and Impact

### 8.1. Learning Outcomes

Please describe, for each activity implemented, which competences (i.e. knowledge, skills and attitudes/behaviours) were acquired/improved by participants in your project? Were these in line with what you had planned? If not, please explain.

You can use the results of the participants' reports as a basis for your description.

The participants had a variety of activities planned by the organisations that received them. One of the useful one was that the teachers participated jobshadowing colleagues in similar subjects to their own. They had the opportunity to sit in the classroom and observe not only lesson material but also the didactic approach and the classroom strategies quite different from their own. They mentioned the difference in oral competences of the Danish students, they seemed so much more used to discussions, to answer and ask questions without any fear. This is a point that was discussed quite a lot by our participants and something everybody acknowledged during their mobilities.

Some of the participants also got to participate in events, f.ex in Brøndby gymnasium where they had a sport event organized totally by the students for younger school children. It gave the participants a lot of good ideas about how to let the students work with creating and monitoring events without interfering and controlling the process.

In KG the participants got the chance to experience the reality of a very multicultural group of students in a school with a strong focus on innovation and a kind of world school. On the hall of a school is a world map for the students to study and we are in process of getting one like that at our school. The innovation department is at another building and somehow the idea of visiting this building slipped away from our participants. But the innovation was also reflected in other places such as didactics and learning strategies such as in the use of ict, a special carriage and a classroom equipped for brainstorming

### 8.2. Recognition Received by Participants

Activity Type	Type of Certification	Number of Participants
		0

Total

0

Have all the participants received formal recognition for having taken part in the activities?

No

Please explain why not.

We did not think about it to make an official recognition but we will ask them whether they would like one and the we could make it.

Please describe, for each activity, the methods used to evaluate learning outcomes (e.g. through reflections, meetings, monitoring of learning outcomes)?

After each mobility the participants had to make a presentation at a staff meeting where they had to present the mobility with it's experiences and learning outcomes and after that they had to write a report.  
All in all it has been an ongoing reflection process during the whole schoolyear where we have used the experiences to reflect about our own position and development as a school. We  
It was also very fruitful that the same two schools had 2 groups of visitors because the participants that had already gone could pass on reflections and ideas for the next one to work with during their visit.  
This reflective process helped us a lot to apply for our next Erasmus project that we are now in this year.

### 8.3. Impact

Please describe any impact on the participants, participating organisations, target groups and other relevant stakeholders.

We think that the most important impact is that our participants have gained is more self confidence about where they stand in their own development as teachers and in the way they apply learning strategies, didactic , entrepreneurship in the use of ICT at our school.  
The idea was that they would be able to assess themselves by studying and reflecting by watching their colleagues in a similar environment and also see how they can do different things.  
We also think that the participants have become more aware and less afraid of entering a new and different school society. It has helped them to reflect and think about what and how they teach and to be able to think how and why they might be able to change it. It has made them more comfortable and proud about how learning strategies and didactic are applied at school, how ICT and entrepreneurship is addressed in MTR , because they have had to explain and show how things works

here and have got many positive reactions from their fellow colleagues.

To what extent have the participating organisations increased their capacity to co-operate at European/international level?

3 - to a high extent

How do you think the project has improved the quality the participating organisations' regular activities?

We think that all what we have said has improved the activities we undertake because it has improved the way we think about our organisation and has improved our selfconfidence and opened our mind towards our where we stand in a wider and broader international dimension .

## 9. Dissemination of Project Results

Which results of your project would you like to share? Please provide concrete examples.

I think that we would like to share our experiences and how important it has been for us to be able to do a job shadowing activity, for our school and our colleagues it means everything. We would like to share our reflections about what we saw and how we think to use it in our further development.

Please describe the activities carried out to share the results of your project inside and outside participating organisations. What were the target groups of your dissemination activities?

We have been quite effective during our Erasmus + project making presentations. We have written articles and published them on the website of the school. We have also used the when referring to our focus and learning styles at school.

If applicable, please give examples of how the participants have shared their experience with peers within or outside your organisation.

I think we all have shared our experiences to some extent with our colleagues within the school and also outside the school - the teachers of primary school and from other secondary schools that we are collaborating with.

## 10. Future Plans and Suggestions

Do you intend to continue cooperating with the participating organisations in future projects?

Yes

Please explain how.

One school has expressed desire to come and visit us with students next spring but we still don't know if they will. They are interested to use the skiing facilities that are here in the area and as well to cooperate with the sport teachers.

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Erasmus+ projects under the Key Action "Learning Mobility of Individuals".

We don't have any

## 11. Budget

### 11.1. Budget Summary

Activity Type	Travel		Individual Support		Course Fees		Special Needs' Support		Total Amount Granted	Total Amount Reported
	Granted	Reported	Granted	Reported	Granted	Reported	Granted	Reported		
Job Shadowing	2,160.00	4,140.00	6,720.00	16,480.00	0.00	0.00	0.00	0.00	8,880.00	20,620.00
Structured Courses/Training Events	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Teaching assignments abroad	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>2,160.00</b>	<b>4,140.00</b>	<b>6,720.00</b>	<b>16,480.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>8,880.00</b>	<b>20,620.00</b>

	OS Granted	OS Reported		
		No. of Participants (excluding accompanying persons)	Total Amount (Calculated)	Total Amount (Adjusted)
<b>Organisational Support:</b>	2,100.00	14	4,900.00	2,100.00
<b>Exceptional Cost Guarantee:</b>				0.00

**11.1.1. Project Total Amount**

Project Total Amount Reported (Calculated)	25,520.00
Project Total Amount Reported (Adjusted)	22,720.00

Please provide any further comments you may have concerning the above figures especially if the adjusted amount differs from the calculated amount.

The school arranged all logistics and managed to find cheaper flights and accommodation. The school also decided to put money into the the project and in that way there were more participants able to go. It was a really good decision ;-)



## 11.2. Travel

Activity Type	Flow No.	Country of Origin	Country of Destination	Distance Band	Number of Participants	Average Amount per Funded Participant	Total Amount
Job Shadowing	3	Iceland	Denmark	100 - 499 km	1	180.00	180.00
Job Shadowing	4	Iceland	Denmark	2000 - 2999 km	2	360.00	720.00
Job Shadowing	5	Iceland	Denmark	2000 - 2999 km	2	360.00	720.00
Job Shadowing	6	Iceland	Denmark	2000 - 2999 km	1	360.00	360.00
Job Shadowing	7	Iceland	Denmark	2000 - 2999 km	4	360.00	1,440.00
Job Shadowing	8	Iceland	Denmark	2000 - 2999 km	2	360.00	720.00
<b>Total</b>							<b>4,140.00</b>

## 11.3. Individual Support

Activity Type	Flow No.	Country of Destination	Funded Duration (days)	No. of Participants (excluding accompanying persons)	Amount per Participant	No. Of Accompanying Persons	Amount per Accompanying Person	Total Amount
Job Shadowing	2	Denmark	9		1,440.00	1	0.00	1,440.00
Job Shadowing	1	Denmark	8		1,280.00	1	0.00	1,280.00
Job Shadowing	3	Denmark	4		640.00	1	0.00	640.00
Job Shadowing	5	Denmark	7		1,120.00	2	0.00	2,240.00
Job Shadowing	6	Denmark	6		960.00	1	0.00	960.00
Job Shadowing	7	Denmark	8		1,280.00	4	0.00	5,120.00
Job Shadowing	4	Denmark	6		960.00	2	0.00	1,920.00
Job Shadowing	8	Denmark	9		1,440.00	2	0.00	2,880.00

**Total**

16,480.00

**11.4. Course Fees**

Activity Type	Funded Duration (days)	Number of Participants	Amount per Participant per Day	Total Amount
	0	0	0.00	0.00
	Total	0	Total	0.00

**11.5. Special Needs' Support**

Activity Type	No. of Participants With Special Needs	Total Amount
	Total	0.00

Please describe for each activity type the nature of the costs incurred.

No activiteies

**Annexes**

in this section, you need to attach additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online.

Before submitting your report to the National Agency, please check that:

- The Declaration of Honour signed by the legal representative of the beneficiary organisation.
- All necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- You have annexed all the relevant documents:
- The necessary supporting documents as requested in the grant agreement.

[DOWNLOAD Declaration of Honour](#)

#### List of uploaded files

- **Schedule for visitors from Island.docx**

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- **brøndby - program -og skyrsla - mars- 2016.doc**

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