

IS01 Landskrifstofa Menntaáætlunar Evrópusambandsins National Agency for the Lifelong Learning Programme

General Information

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

- **General Information**
- **Inactive Organisations within Project Activities**
- **Context:** this section resumes some general information about your project;
- **Project Summary:** this section summarises your project and the organisations involved as partners;
- **Description of the Project:** in this section, you are asked to give information about the objectives and topics addressed by your project;
- **Project Management**
- **Implementation:** this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;
- **Follow-up**
- **Budget:** this section gives a detailed overview of the final amount of the EU grant you request;
- **Annexes:** additional documents that are mandatory for the completion of the report;

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

Inactive Organisations within Project Activities

Entity	Activity			Organisation			
	Identification	Start Date	End Date	PIC	Legal Name	Partnership Entry Date	Partnership Withdrawal Date

1. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key-Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Action Type	Strategic Partnerships for Schools Only
Main Objective of the project	Exchange of Good Practices
Call	2017
Round	Round 1
Report Type	Final
Language used to fill in the form	EN

1.1. Project Identification

Grant Agreement Number	2017-1-IS01-KA219-026528_1
Project Title	Towards empowerment and sustainability of young people
Project Acronym	
Project Start Date (dd-mm-yyyy)	01/09/2017
Project End Date (dd-mm-yyyy)	31/08/2019
Project Total Duration (months)	24
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;

Project summary at application time:

The project "Towards empowerment and sustainability of young people " is a transnational project for students in 3 public schools of secondary education in Iceland, Italy and Spain. The main aim of the project is to discover ways of empowerment of young people and find ways of sustainability for them for the future. Around 90 young students will be involved in the project. They are students at the 3 different schools – from age 15-18. The school systems of the participating schools are very different and go from very flexible in Iceland to rigid in Italy and Spain, placed in very different cultural context in Europe with very different values and traditions. Their possibilities are influenced by the isolated and rural environment they live in, struggling finding ways of sustaining themselves, specially in Italy and Spain where young people are facing a future with high rates of unemployment. In the project disabled students will participate on equal level with other students.

The focus of the project will be to pull forward the strengths and skills in the three different student groups, making an advantage of the characteristics of the school systems as well as the natural environments and the society where they live. During the entire project various types of activities related to ecological tourism, arts, sports and outdoor activities implementing ICT will be developed and carried out by the participants. The methods and goals of the project the priorities of the European Commission in Education such as "Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training" and " Improving the quality and efficiency of education and training"

During the project a learning community for the project will be created where the participants engage, share, build knowledge and collaborate to build sustainable ideas for how to build a future for young people. By coming together, learning in different environments and carrying out different activities the participants will learn to estimate the importance of sharing and collaboration, to adjust and to listen to each other and evaluate without being offended.

Through the project a range of various business proposals with sustainable activities and ideas will be set forward. The participants will acquire knowledge in how to investigate supply and demand on the market, needs and possibilities and come up with new job creating activities for their own environments. They will learn to work applying creativity and innovation and they will undergo an active learning process of being entrepreneurs.

It will create a reason for young people to stay in their surroundings, commit them to education and give them possibilities to create jobs and be self-sufficient. Hopefully the results will reach out to other young people that will get inspired of the experiences.

If applicable, project summary at application time in English:

Please provide a short summary of the completed project. 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 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).

Please be concise and clear.

The project "Towards empowerment and sustainability of young people " is a transnational project focused on Tourism and entrepreneurship for students in 3 public schools of secondary education in Iceland (Menntaskólinn á Tröllaskaga in Ólafsfjörður) , Italy (IIES Patini Liberatore in Castel di Sangro) and Spain (IES Tías in Lanzarote).

The main aim of the project was to discover ways of empowerment of young people and find ways of sustainability for them for the future. Around 75 students were be involved in the project and 10 teachers were involved from three different schools, the students from age 15-18. The school systems of the participating schools are very different and go from very flexible in Iceland to rigid in Italy and Spain, placed in very different cultural context in Europe with very different values and traditions. Their possibilities are influenced by the isolated and rural environment they live in, struggling finding ways of sustaining themselves, specially in Italy and Spain where young people are facing a future with high rates of unemployment. In the project disabled students will participate on equal level with other students.

The main focus of the project was to pull forward the strengths and skills in the three different student groups, making an advantage of the characteristics of the school systems as well as the natural environments and the society where they live. During the entire project various types of activities related to ecological tourism, arts, sports and outdoor activities implementing ICT were developed and carried out by the participants. The methods and goals of the project were focused on the priorities of the European Commission in Education such as "Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training" and " Improving the quality and efficiency of education and training" . Another important goal that was reached was that of being inclusive, by that is meant that students with special needs and or emotional, social and economical disadvantages participated in the project. By participating in the project the were empowered as individuals and came out as enthusiastic and willing to participate in more projects.

During the project the participants communicated on Social media (Facebook, Whatsapp and other). They engaged, shared and builded knowledge and collaborated to build sustainable ideas for how to build a future for young people. By coming together during the mobilities, staying in host families, learning in different environments and carrying out different engaging and challenging activities the participants learned to estimate the importance of sharing and collaborating, they learned to adjust to different points of view of cultural en individual type. They shared experiences and ideas and learned to listen to each other and evaluate without being offended and understanding that they could actually learn from other fellow students.

Through the project a range of various business proposals with sustainable activities and ideas was developed and at the end each in each school they selected one idea to develop. The participants acquired knowledge in how to investigate supply and demand on the market, needs and possibilities and came up ideas of new jobs by creating activities for their own environments. They learned working while applying creativity and innovation. At the same time they went through an active learning process of being entrepreneurs. They also learned to see how they could learn from others. Another important goal was that through staying with host families it opened their eyes and ears to the fact that they were very much similar to their hosts, that many things were alike and yet a lot other were different. It became no so big a barrier as they thought in the beginning. The same happened to the host families themselves, they are much eager to open up their homes to students from other countries.

The project motivated the participants to get involved and participate in new projects. The experience added an important value to their understanding of "the others" . It made them proud of themselves and empowered them, they saw their surroundings in a different light and will hopefully commit them to further education and nurtured the possibilities to create jobs and being self-sufficient. The dissemination a of the project and its results will hopefully inspire others in the local communities to create projects and participate themselves.

2.1. Summary of participating organisations

Role of the Organisation	PIC of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	941206618	Menntaskólinn á Tröllaskaga	Iceland	School/Institute/Educational centre – General education (secondary level)		01/09/2017	31/08/2019
Partner	946277972	Istituto d'Istruzione Superiore Patini Liberatore	Italy	School/Institute/Educational centre – General education (secondary level)		01/09/2017	31/08/2019
Partner	916288579	IES TÍAS	Spain	School/Institute/Educational centre – General education (secondary level)		01/09/2017	31/08/2019

Total number of participating organisations

3

2.2. Associated Partners

In addition to the above formally participating organisations, did you involve associated partners in your project?

No

3. Description of the Project

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

Please provide a summary of your project's concrete results and achievements. Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

The main aim of the project "Towards empowerment and sustainability of young people" was to find ways of empowerment and sustainability of young people for their future. The students of the 3 schools in the project were from different geographic environments, they had different values and traditions and studied in schools with very different systems. With 2 of the schools belonging to very rigid and traditional school systems and one school very modern and flexible, we chose to work mainly with the things we had in common letting the chrischrossing differences be a challenge for us to overcome. The things the students had in common were the fact of living in rural and isolated areas in all 3 countries, the families had little or none experience in hosting foreign students, the distance to further education rather long and the struggle of being sustainable quite hard. The schools had a common focus on sports and outdoor activities, arts, innovative learning strategies and the implementation of ICT by at least 2 of the schools.

Different types of activities were developed related to ecological tourism, arts, natural sciences, geography, sports and outdoor activities. ICT was implemented right from the beginning, various videos were made as well as PP presentations with various ideas. The participants all communicated online through social media (snapchat, facebook, messenger, whatsapp) before, during and after the mobilities.

The focus of the project was thus to pull forward the strengths and skills of the 3 different groups of students, making an advantage of the characteristics of the school systems as well as the natural environments and the society they live in.

Working together they came up with different business proposals with sustainable activities and ideas that can actually lead to a future job. Together they saw that they have the possibility to take hand of their own future. The students together and in each school of their own build up experiences and collected data in order to develop the business proposals. The experiences and the outcomes were reflected in the answers of the questionnaires.

Both final business proposals and results of questionnaires are on the webpage that was made for the dissemination of the project.

Another and not less important result of the project is that the experiences of the participants has contributed to the fact that they are more open minded towards participating in foreign projects and they treasure the experience as one of the most important, They have stayed within families and have also hosted students from other countries and the experience has led a much more flexible and understanding towards their fellow students and families from different countries. They have also in a way succeeded in being part of a team travelling together and have gained more confidence and self esteem.

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

The project was innovative in the way the schools worked and collaborated in order to let the participants design and create business proposals. The participants were provided with many important and significant examples of sustainable tourism, the work concerning the business proposals was done by the participants themselves and the activities organized were thought as examples of enterprises to inform, inspire and motivate the students.

Through participating and carrying out the various activities, taking notes and learning, the participants at the same time had to come up with ideas and discuss business proposals. In that way the participants got the chance to build confidence in their own skills and learn how to balance their own ideas and compare with others. They learned how to compare own knowledge with the ones they met in the other participants countries, getting a very brought perspective and learning even other ideas of what was possible to do. The students had the possibility to create and choose proposals that would be sustainable and find out how it worked. The participants from the three partners also had to seek information and knowhow from local organisations and companies.

The project proved the importance of teaching entrepreneurship adding an important skill of awareness of how to observe and learn from others in the process of creating and putting together ideas.

What was the most relevant horizontal or sectoral priority addressed by your project?

HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era

What were the other relevant horizontal or sectoral priorities addressed by your project?(multiple selection possible)

- SCHOOL EDUCATION: Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum

In case the above selected priorities are different from the ones in the application, please explain why.

no

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

- Entrepreneurial learning - entrepreneurship education
- Early School Leaving / combating failure in education
- Creativity and culture

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

no

3.1. Participants

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

The selection and inclusion of participants in the project and its activities was made applying important common criterias such as the ability to communicate in English, considered essential since they had to collaborate and stay in host families, adaptability and the will to travel and receive guests at their home and no least a strong commitment to the aims of the project.

The differences of school policies and systems meant that the selection of the participants took place in different ways. At Menntaskólinn á Tröllaskagat the project was first of all open for students in their second year, with good workflow and school attendance and prepared for working with the aims of the project. The school included students with special needs in the project, a total of 6 students were actually involved. A big group of new students were involved in the second mobility since the school participated at the same time in other projects but most of the same criterias were applied.

In IES TIAS the criterias in general were the same and furthermore they measured skills such as ICT, knowledge related to the project, artistic abilities, enterprising and resourceful attitude and environmental awareness.

In IISS Patini Liberatore the students prepared a document for the families to inform about the project. The students were the selected according to similar criterias as described above adding the criteria of financial disadvantage and availability to host partners.

Furthermore during the time of the project through the planning of activities, the dissemination and presentation of the project in the schools we ensured that it was done with and by the participants in order to assure their involvement.

All three schools had the intention of involving a total of 18 disabled participants but at the end only 12 (?) were actually involved in the project. Amongst the disabled students we had students with asperger and also students with diagnosis such as ADHD, anxiety, social disadvantages as well as other disabilities.

Participants with fewer opportunities: did 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?

14

Which types of situations did these participants face?(multiple selection possible)

- Disability
- Educational difficulties
- Social obstacles
- Health problems

How did you support these participants so that they were fully engaged in the ongoing activities?

All students who can be considered with fewer opportunities (economical) have had the possibility to participate because the project covered all the costs. They were all in general able to participate in mostly all activities of the project but some of them had some extra activities which we considered to be adequate and beneficial for those students.

All the participants with fewer opportunities were surprisingly well integrated into the group and the activities of the project and seemed to benefit highly from the experiences. The students took care of helping them out in any case of difficulties that emerged.

Approximately, how many persons not receiving a specific grant benefited from or were targeted by the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:

300

Please describe briefly how and in which activities were these persons involved.

Other students helped out with hosting participants and took part in some of the activities, they also assisted and participated in the cultural exchanges during the mobilities and they met after school and with the host families.

The school authorities helped out in the organisation of the programmes and facilitated in the dissemination of the project, they saw to that everybody was well informed and that everything went smooth.

The teachers that did not participate directly were helping out during activities and helped out assisting when needed.

The host families opened their homes and families to the participants and gave the participants an introduction to the life in a different environment and culture. They gave in any way an experience that they are never to forget.

The experts and local authorities helped out receiving and offering the participants important and necessary information as well as opening their doors to help out with the project.

Other schools like in Spain and Italy participated by receiving the participants in a very generous way, letting them in and giving them important input for a cultural exchange and the possibility to see things from a very different point point of view.

4. Project Management

Monitoring: How was the monitoring of the project carried out and by whom?

The monitoring of the project has been in hands of the coordinators of the three countries. They have been assisted by the involved teachers, other colleagues and school authorities.

They have monitored the project through meetings before and during the mobilities arranging all planning of activities and the logistics. The coordinators have had contact throughout the whole time through instant messaging, email and skype.

They have had also had assistance from the school authorities in their respective countries and from their national agency. For the financial part they have had assistance from the directors of the financial administration and from the national Agencies.

Evaluation: Which activities did you carry out to assess the success of your project?

We carried out surveys (questionnaires) and made videos. We have put it on the homepage.

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, unforeseen events, etc.)?

We did not encounter any major difficulties, we were able to communicate, plan and handle everything together before and after the mobilities and the activities. We had a very nice working atmosphere and all coordinators contributed to the success of the project.

5. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

Please provide detailed information about the project activities that were supported by the grant for Project Management and Implementation.

The activities that were supported by the grant for Project management and Implementation were in all cases the arrangements of meetings, the arrangements around the Transnational meeting that was held i Reykjavik in July 2019. Also it was the partly costs of transport during the mobilities for different activities and in the case of us in Iceland it has been the cost of work done by the coordinator setting up the final report, the webpage. We have also been able to cost the visit to the President of Iceland which supposed an extra cost for the Icelandic partner.

Please describe the methodology you applied in your project.

The methodology applied was to build on multicultural collaborative, constructive and experimental learning. We built a learning community using social media, google docs for the students to communicate and work together on the projects they were supposed to build. When together during the mobilities we planned activities for the groups to work on together in mixed groups so they would learn from each other and estimate the importance of sharing and collaborating. Important was to acknowledge that they learned to adjust and to listen to each other and evaluate. They learned to adapt and to relax in new environments and to work together.

How did the project partners contribute to the project? Please detail specific contributions made by the partner organisations.

The Icelandic partner school Menntaskólinn á Tröllaskaga has a very innovative and flexible system, with a strong emphasis on the use and implementation of ICT and creative thinking. The key persons in the project belonged to different departments and all had experience in projects and working with young people and with ICT. The idea was that the Icelandic team should offer a course in how to use video and photos but it turned out that all participants were quite able to use it so instead we helped each other out. By being more flexible in its learning methods and handling different strategies in implementing ICT they build a webpage for the project where all information is supposed to be found. The link to the webpage is here : <https://sites.google.com/mtr.is/tesy/heim?authuser=0>

IES Tias brought in the experience of storytelling and working with texts, also important when it comes to describing an enterprise and create appropriate texts to go with the proposals. A large impact was made an introduction to land art and inspired the Icelandic team to arrange a similar workshop but it did not happen because of bad weather so it was held inside.

IIS Patini Liberatore brought their knowledge of business planning and entrepreneurship into the project since the school has a department of business at their school. The students developed a model that they used and the idea was to use it as an example for everyone with the explanations and calculations.

Another important contribution was sharing their knowledge about Erasmus projects having a very large and fruitful experience in participating and managing projects. It was very useful for the other two partners, Menntaskólinn á Tröllaskaga because it is the first time they are the main coordinators of an Erasmus K2 project and IES Tias because it is the first time that they are participating in an Erasmus project.

How did you communicate and cooperate with your partners? What are the positive and negative elements of the cooperation process? What would you improve if you were to carry out a similar project in the future?

The partners communicated by Email, Social Media (whatsapp and Facebook). We used Google docs and collaborated planning the different activities during the mobilities. We also started using eTwinning but decided to use Google since the tools there are more flexible and easier to manage. We made a Google site page for the final showcase where results and other important documentation is presented. There was no problems during the project that we were not able to solve, we work quite well as a team and we have been thinking of applying for a new project again next year .

If I would carry out a similar project in the future I would assure the importance of holding a transnational meeting right at the beginning of the project before the first mobility with students in order to plan better.

What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?

The target groups of the project were young people in a rural environment in all 3 countries that have in common the long distance to the capital, a long way to seek further education, a high degree of unemployment amongst young people in the case of Spain and Italy, a big need for creative thinking and entrepreneurship. Another target group was students with special needs or with social or economical disadvantages and that was also done, not in the same numbers as we started up but looking back all 3 partners included students with different disabilities and for us it was important to see that the inclusion worked well and made the project even more succesfull.

If relevant for your project, did you use or you plan to use Erasmus+ online platforms (e.g. EPALE, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project? If yes, please describe how.

All participants received a certificate from the hosting schools at the end of the mobilities.

5.1. Transnational Project Meetings

This section doesn't apply for this project

5.2. Intellectual Outputs

This section doesn't apply for this project

5.3. Multiplier Events

This section doesn't apply for this project

5.4. Learning/Teaching/Training Activities

Please summarise all short-term learning, teaching or training activities organised by your partnership and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what has been implemented, please explain why.

The objective of the project was to make business proposals with sustainable ideas for tourism as a likely job market. Examples were provided in the activities and visits and all steps in establishing an enterprise were used. Aspects and activities mentioned in the project were designed to learn and reflect on educational systems, daily life activities and sports activities, ecological tourism, art and landscape.

The first mobility C1 in Lanzarote, many activities were organized to provide sustainable ideas for tourism.

ENTERPRISING: Lecture at the chamber of Commerce, Lecture on the future of Tourism, University School in Lanzarote, visit to Club La Santa

ROUTE OF WATER: the students prepared a video and presented it on the mobility in Italy.

SPORTS AND LAND ART: Water Sports in "Escuela y Salitre", Trekking and Art Land competition, Eurofit competition for Erasmus students

School System: Spanish students' video on Spanish Educational System

SUSTAINABILITY AND ECOLOGY: Lecture at César Manrique's Foundation, Visit to the hotel boutique "La Isla y el Mar", Lecture on Pollution and workshop in the art school Pancho Lasso.

OTHER ACTIVITIES: Kitchen Showroom and Lunch at Zonzamas high School, Visit to "A Casa José Saramago", Visit to Haría and Mirador de Yé, Visit to La Cueva de los Verdes, Visit to Jameos del agua, Picnic at Famara's beach, Bus trip to La Geria, Workshop on creative writing, Visit to Timanfaya National Park, Visit to Mancha Blanca visitor's centre.

The second mobility C2 was in Iceland, activities related to the developing local tourism activities.

ENTERPRISE Presentation of the different business ideas. Visit at the Town hall in Siglufjörður, a visit to the Herring Museum, presentation of the development of tourism of cruises.

EDUCATIONAL SYSTEMS: Students and teachers worked in the school system in Iceland discovering innovative teaching methods making students active learners and education accessible. The visit to Iceland in particular introduced a new reality of distance learning models.

TREKKING TOUR - STYLE LANDSCAPE ART: Hike to Ósbrekkusandur, due to bad weather a workshop was held inside making air mobiles. A photo rally through Ólafsfjörður and Siglufjörður, put on Google maps, videos presented and published on Facebook.

SPORT AND PHYSICAL ACTIVITIES: Walks in the 2 villages, swim in the ocean. No other outside sport activities due to snowstorm.

THE ROUTE OF WATER: Swimming pool in Ólafsfjörður with geothermal water, a tour to hot tubs in Hauganes. Swimming in the ocean, whale watching and fish Angling in Hauganes. A visit to the saltfish factory in Hauganes.

OTHER A joint evening with teachers and students at the local coffeehouse. Visit to Pálshús in Ólafsfjörður, a visit to the Rescue team, a memorable visit to the President of Iceland Kr.

Guðni Th. Jóhannesson á Bessastöðum on the final day.

The third mobility C3 was in Italy.

ENTERPRISE: Students worked on the production of their goods/services and got to Italy where the fair was held to promote and sell products/services to other students of the school. A lot of people participated important for communicative skills in English, dissemination and entrepreneurship. Students experienced all steps of setting up a business and this activity will be helpful for their future.

THE ROUTE OF WATER: A cycling and walking tour along the River Sangro, students reflected on the importance of water and compared the situation in the different countries.

TREKKING TOUR STYLE LANDSCAPE ART: An archeo lab in the open air organised to make students aware of the fundamental principles of historical research.

SPORT AND PHYSICAL ACTIVITIES: A fishing lab and a trekking tour to Abruzzo National Park.

EDUCATIONAL SYSTEMS: Students and teachers compared the different school systems. All schools are implementing new teaching methods to make students active learners and make education accessible and create opportunities for studies independent of where people live and what their financial status or personal circumstances. The visit to Iceland opened their eyes to a new reality of distance learning models. The partners concentrated on how knowledge and experience about distributed and distance learning models could be transferred between the partner countries and how such models can be integrated into the education system to better support higher education and lifelong learning. In Italy some teachers are experimenting distance teaching for students living far from school needing an extra support for some subjects.

OTHER ACTIVITIES: Students visited a school where they were involved in a "pizza lesson" by pair students.

The 3 schools have in common the element of volcanoes and went to Pompeii to see the destructive action of the Vesuvius, discussing dangers and economic opportunities of living near a Volcano.

Each time during the learning mobilities we had time to meet and prepare the activities and the progress of the project.

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

Activity No.	C1
Field	SCHOOLS
Activity Type	SP-SCHOOL-ONLY-BLEND
Description of the activity	This activity will be the first activity where the participants from Italy and Iceland go to Lanzarote in Spain. In this activity the Spanish participants will have designed 4-5 activities related to the theme of the project and the aim is for all of them to fulfill the activities. They will evaluate and reorganize the activities if necessary, make video and photo's and try out the different tools. The idea is that they have to experience both as organizers as well as participants the planned activities and come up with ideas for the next mobility
Country of Venue	Spain
No. of Participants	14
Participants with Special Needs (out of total number of Participants)	3
Accompanying Persons (out of total number of Participants)	2
Is this a long-term activity?	No
Funded Duration (days)	75
Participating Organisations	Menntaskólinn á Tröllaskaga

Activity No.	C3
Field	SCHOOLS
Activity Type	SP-SCHOOL-ONLY-BLEND
Description of the activity	This activity will be the the last activity where the participants from Iceland and Spain go to Italy. In this activity the Italian participants will have designed 4-5 activities related to the theme of the project in their surroundings and the aim is for all of them to fulfill the activities. They will evaluate and reorganize the activities if necessary, make video and photo's and try out the different tools. At the same time they will now have the experience of activities that are adapted to another clima and different environment. The idea is that they have to experience both as organizers as well as participants the planned activities and come up with ideas. The plan is also that they will be able to come up with sustainable ideas and work on the marketing.

Country of Venue	Italy
No. of Participants	13
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Is this a long-term activity?	No
Funded Duration (days)	96
Participating Organisations	Menntaskólinn á Tröllaskaga

5.5. Participants in Learning/Teaching/Training Activities

5.5.1. Participants' Profile

For each activity, please describe the background and profile of the participants involved in the learning, teaching or training activities. How were the participants selected, prepared and supported? If relevant, please describe any practical arrangement set for the participants, including training, teaching or learning agreements.

The following activities were organised in all 3 countries:

ENTERPRISING
SPORT AND LAND ART
THE ROUTE OF WATER
TREKKING
EDUCATIONAL SYSTEMS

The selection of the students was made in different ways according to the differences of school policies and systems. There were though common criteria for the selection of all participants. First of all it was the ability to communicate in English that we considered as essential for them since they had to collaborate and stay in host families. Secondly adaptability and the will to travel and receive guests at your their home. And finally and no least a strong commitment to the aims of the project.

At Menntaskólinn á Tröllaskaga the criteria were furthermore was to open the project for students who were in their second year of three, who had good workflow and school attendance and who were prepared for working with the aims of the project. The school also opened the possibilities for students with special needs, a total of 6 students were actually involved. A larger group of the beginning students were also involved in the second mobility since more students were needed to participate in the project since the school was involved at the same time in other projects.

In IES TIAS the criteria in general the same criteria were followed such as the ability to communicate in English, adaptability and the will to travel and receive guests at your their home. And finally and no least a strong commitment to the aims of the project. Furthermore skills such as ICT, knowledge related to the project, artistic abilities, enterprising and resourceful attitude and environmental awareness.

In IISS Patini Liberatore the coordinator prepared a document for the families to inform about the project. The students were the selected according to similar criteria as described above adding the criteria of financial disadvantage and availability to host partners.

All three schools had the intention of involving a total of 18 disabled participants but at the end only 12 (?) were involved in the project. Amongst the disabled students we had students with asperger and also students with diagnosis such as ADHD, anxiety, social disadvantages as well as other disabilities.

5.5.2. Participants' Recognition

Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?

No

5.5.3. Intensive Study Programmes - Invited teachers

This section doesn't apply for this project

6. Follow-up

6.1. Impact

What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?

The impact on self esteem was really visible on all students but in particular on the ones with lower opportunities and disabilities. Students spontaneously integrated, collaborated and took care of those in need of help.

The participants all live in small towns, families do not all have many opportunities to open up and the project offered them a multicultural experience on a local basis. Moreover the participation in the project contributed into the integration of foreign hosting families in their communities.

Families and students continue to be in touch and are even planning to visit each other. They are much more aware of the meaning and the importance of being a European citizen and the opportunities this offers for their present and future life. The project has offered them the opportunity to see and experience that they would never have had the chance to do. They were very happy about the experience and it thought them to be tolerant and open minded. It was a quite inclusive experience since they learned to live in the reality of the others in places they would never have been able

Students experienced the process of being entrepreneurs, they got the starting skills of the process of how to start a business and now they understand how entrepreneurship works and understand that it can be a possibility for their future. At the same time the participants have become aware of the importance of being sustainable and how they can work in a respectful way with the environment.

In the participating organisations on the one hand the teachers directly involved in the activities have been highly inspired by the experience, on the other hand the teachers that were reluctant as student "miss lessons", observed the positive impact on them and understood the importance of taking part in European projects.

What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

Inside the school the direct impact was the fact that the participants after the mobilities were enthusiastic and very open towards participating in a new project. Their experience have given them an unforgettable memory and they themselves have spread the word about the project and the experience. The parents who hosted the students also had a very positive experience which has led to the fact that other families are more open and ready to host. For our communities it has opened their understanding towards participating and opening doors for the participating partners and towards the importance of working on a European level. They are proud of their contribution and understand the importance of it.

For all of us I think it brings us a network and experience that we can continue working with and an awareness of having colleagues and friends in other parts of Europe that we can rely on and communicate with which some of us still do and the contact is still there.

How did the project contribute to the achievement of the most relevant priorities as indicated in the description section?

The most relevant priorities of the project :

a. Horizontal: Open and innovative education, training and youth work embedded in the digital era.

b. School education: Supporting schools to tackle early school leaving and disadvantage as well as to address all students from the lowest to the highest end of the spectrum.

The project in all means contributes to the achievement of the priorities. We saw that the how the students worked with the enterprises using all kinds of digital devices in an open and innovative educational environment. They students got empowered through working with their ideas, and working together, joining the mobilities and opening their life and families for their fellow students. All students in general benefited from the project, gaining more self confidence and awareness, understanding the importance of education and strengthening the bond with the school. The project supported to a high degree inclusion and equality and offered the students the possibility to wider their horizon and grow in the experience.

6.2. Dissemination and Use of Projects' Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

We disseminated the project to the school communities and authorities by our webpage, communicating with the local authorities and communities, to the national authorities and to various organisations and institutions that collaborated with us. We also disseminated the projects results to the local media such as news platforms, radio and television. We have also made a webpage for the project with the project description, summary and outcomes amongst other things.

Here is the webpage <https://sites.google.com/mtr.is/tesy/heim?authuser=0>

What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.

The participants were the main actors of dissemination.

During the 2 years project the students and teachers involved informed all the school community inside and outside the school during the project.

Some activities were specially designed for the participants to tell about their experiences and show the community the results of the project through videos, photos, presentations in teachers meetings, students reunions, orienteering activities, interviews and public conferences.

Teachers involved in the project become trainers for the others in a "waterfall educational process" in a perspective of "Long Life Learning".

News about the project have appeared various times in the local newspapers, radio programs, TV, as well as on the school platforms and social media.

The collaboration with other institutions, schools and authorities contributed to further dissemination of the project through their webpages and social media.

Another and very effective dissemination was made spontaneously by the participants using the social media as Instagram and Facebook.

Also we have elaborated a homepage for the project where all activities and results have been published. The link is here <https://sites.google.com/mtr.is/tesy/heim?authuser=0> .

Feedback of dissemination resulted in

- students asking for taking part in new projects
- families appreciating the opportunity school offered their children
- families availability for hosting new European students
- teachers volunteering in taking part into the Erasmus team and write new applications
- schools of the territory asking for information about how to apply for Erasmus projects.
- politicians praising the advantages of Erasmus projects in their speeches.
- institutions stating their willingness to collaborate in future projects

All round the feedback has been extremely positive, it has been captured a lot of interest of families, schools authorities, national agencies, engaged people within and outside the project and and certainly has proved successful.

The participants answered a survey at the beginning of the project and one at the end. Comparing the 2 surveys we can conclude that the participants were very happy and satisfied with the project. They were more confident in speaking English after the project. They had also gained more confidence in speaking in public. They were much more confident using digital tools as well as being able to solve problems. They also gained more awareness about their strengths and are more able to work with international fellow students. They confirmed the fact that collaborating in projects creates new ideas and competences. The confidence staying with host families grew through the experience and up to 85 % were very happy with having participated in the project.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted free access to them by the public. In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.

All materials produced are available and are uploaded on open source platforms as google, etwinning schools websites.

Our webpage is onn google - see <https://sites.google.com/mtr.is/tesy/heim?authuser=0> .

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

We used open source platforms and ICT tools.
 On our webpage TESY you can find the results and evaluation and it will be put on the homepage of the school and as such be available for all in the future.
<https://sites.google.com/mtr.is/tesy/heim?authuser=0>

How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

The project's approach (cooperative learning, peer to peer, laboratory activities, flipped classroom, cross curricular activities, use of ICT) will be applied in every project which aims to be inspiring, stimulating and fruitful and make students active learners and responsible European citizens. This approach will be used by students not only at school but also in many fields or areas where they face problem solving situations in real life. We also think that the project is a great example and showcase of inclusion of participants with special needs, with economical, emotional and social disadvantages. The participants represent rural areas with long distance to further education, with a great need of empowering the young generation and making them aware of own capability making their life sustainable without depending on other people.

6.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The project activities ENTREPRISE, TREKKING TOUR STYLE LANDSCAPE ART, SPORT AND PHYSICAL ACTIVITIES, THE ROUTE OF WATERI will be maintained through related subjects taught in the schools:

- integrating them in the curricula
- working in a cross curricular way
- applying new teaching methods based on laboratorial activities
- maintaining the collaboration with institutions and organisations
- creating a network for future activities between partners

The results will be visible on the school platform dedicating a special part of it to Erasmus projects, the project homepage on Google (<https://sites.google.com/mtr.is/tesy/heim?authuser=0>) that is available and open for all interested. The results will be used for work with future students and colleagues that participate in projects and it will also be available for other schools who might be interested in starting projects.

The integration of the activities in the curricula and the free collaboration with local institutions and organisations will allow the institutions to sustain them without any extra funding.

7. Budget

this section gives a detailed overview of the final amount of the EU grant you request;

7.1. Budget Summary

PIC of the Organisation	Name of the Organisation	Country of the Organisation	Project Management and Implementation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
					Total EU Travel Grant	EU Individual Support	Linguistic Support Grant	Exceptional Costs (Overseas Countries and Territories Travel Costs)				
941206618	Menntaskólinn á Tröllaskaga	Iceland	10,670.00	0.00	17,050.00	9,630.00	0.00	0.00	0.00	0.00	0.00	37,350.00
Total			10,670.00	0.00	17,050.00	9,630.00	0.00	0.00	0.00	0.00	0.00	37,350.00

7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	37,350.00
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Please provide any further comments you may have concerning the above figure.

undefined

7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Country of the Organisation	Total
941206618	Beneficiary	Menntaskólinn á Tröllaskaga	Iceland	10,670.00
Total				10,670.00

7.3. Transnational Project Meetings

This section doesn't apply for this project

7.4. Intellectual Outputs

7.5. Multiplier Events

7.6. Learning/Teaching/Training Activities

7.6.1. Travel

PIC of the Sending Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants	Top-up for "Expensive Domestic Travel Cost"	No. of Top-ups (including those granted to accompanying persons) for "Expensive Domestic Travel Cost"	Total (Calculated)
941206618	Menntaskólinn á Tröllaskaga	Iceland	C1	Blended mobility of school learners	3000 - 3999 km	530.00	11	180	15	8,530.00
941206618	Menntaskólinn á Tröllaskaga	Iceland	C3	Blended mobility of school learners	3000 - 3999 km	530.00	12	180	12	8,520.00
Total							23	Total	27	17,050.00

7.6.2. Individual Support

7.6.2.1. Short-term Learning/Teaching/Training Activities

PIC of the Sending Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Activity Type	Participants (Without Accompanying Persons)			Accompanying Persons			Total (Calculated)
					Funded Duration (days)	No. of Participants (without accompanying persons)	Grant per participant	Funded Duration (days)	No. Of Accompanying Persons	Grant per Accompanying Person	
941206618	Menntaskólinn á Tröllaskaga	Iceland	C1	Blended mobility of school learners	0	0	0.00	5	1	500.00	500.00
941206618	Menntaskólinn á Tröllaskaga	Iceland	C1	Blended mobility of school learners	7	10	385.00	0	0	0.00	3,850.00
941206618	Menntaskólinn á Tröllaskaga	Iceland	C3	Blended mobility of school learners	8	12	440.00	0	0	0.00	5,280.00
Total					15	22	Total	5	1	Total	9,630.00

7.6.2.2. Long-term Learning/Teaching/Training Activities

This section doesn't apply for this project

7.6.3. Linguistic Support

This section doesn't apply for this project

7.6.4. Exceptional Costs (Overseas Countries and Territories Travel Costs)

This section doesn't apply for this project

7.7. Special Needs Support

This section doesn't apply for this project

7.8. Exceptional Costs

This section doesn't apply for this project

7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

8. Annexes





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:

- All necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- All the relevant documents are annexed:
- declaration of Honour, signed by the legal representative of the beneficiary organisation.
- the necessary supporting documents as requested in the grant agreement.
- you saved or printed a copy of the completed form for your records.
- you have uploaded the relevant results on the Erasmus+ Project Results Platform:

List of uploaded files

 declaration of honour tesy final report.pdf 0.21 Mb 6 days ago	✕
 mobilitylanzarotefeb 2018 .pdf 2.07 Mb 6 days ago	✕
 mobilitycasteldisangro2019.pdf 1.91 Mb 6 days ago	✕
 staðfestingþáttöku kennara TESY .pdf 0.22 Mb 6 days ago	✕