

ÍS01 Landskrifstofa Menntaáætlunar Evrópusambandsins National Agency for the Lifelong Learning Programme

General Information

General information about the project

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

- **General Information:** General information about the project
- **Context:** this section resumes some general information about your project;
- **Summary of the Project**
- **Summary of participating organisations**
- **Implementation of the Project**
- **Project Management**
- **Activities**
- **Learning Outcomes and Impact**
- **Dissemination of Project Results**
- **Budget:** detailed overview of the total budget and the budget per Partner Country;
- **Closing remarks**
- **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+

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	2018
Report Type	Final
Language used to fill in the form	EN

1.1. Project Identification

Grant Agreement Number	2018-1-IS01-KA101-038725
Project Title	Towards organic learning and growing
Project Acronym	
Project Start Date (dd-mm-yyyy)	01/06/2018
Project End Date (dd-mm-yyyy)	31/05/2020
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. Summary of the Project

Project summary at application time:

Menntaskólinn á Tröllaskaga was established in 2010 and has been very innovative and creative in its organisation, its learning and teaching methods. The school is located in a small community in North-Iceland in a disadvantaged area. The school was built to elevate the educational level of the aging area and to keep the young people in the community. According to Þuríður Jóhannsdóttir PHD research on the school it creates equal opportunities from all students in the methods it uses.

In the school "Innovation" is the hallmark concept of its motto. In order for a brand new school to create a niche in the world, it is important that staff and students are innovative in promoting the school implementing new ideas. "Creativity" is a basic element that provides focus on arts and culture in schools, but is by no means a limiting factor as it is implemented into all subjects taught enabling students to present their knowledge in multiple ways related to multiple intelligences. We encourage creativity in all areas of study, and use it as a beacon to guide our progress. And finally, "Courage" – in other words – daring is having the strength to follow new paths.

The school has been active in the encouragement of applying for staff mobilities. They have been on jobshadowing and workshops in Denmark, Iasi in Rumania and in Glasgow in Scotland. All members of the staff were allowed and helped out with choosing courses that they would like to fulfill during the next 2 years. The staff members have shown keen interest in participating in courses with themes related to their work and interest field. The institutions that organize the courses have a long experience in offering training courses within the European framework. Through the courses the participants get the opportunity to deepen their knowledge in the field of their own subject and/or gain new knowledge in subjects related to the main curricula of the school or its motto. It is vital that the staff keeps on developing, its important to keep the environment organic and as such keep on moving ahead. Joining different courses in different places abroad Iceland will bring back an important sum of new ideas and knowledge essential both to the participants and the school environment. The courses are mostly one week long courses in Florence, Dublin, Barcelona, UK, Ljubljana, Amsterdam, Helsinki and Kalamata, which means that they will come home with many different experiences. The idea is still to gain knowledge that fits within the virtual working environment they work in and they will come up with ideas of how to implement it within their framework of e-learning. Amongst the staff members are teachers and other staff members such as the student counselor, the headmaster and staff members that work with students with special needs.

Apart from deepening knowledge and gaining new, the participants will strengthen their communication and collaboration skills within an European context. They will establish contact with colleagues from other countries in Europe and they will most probably come back with new inspiration and they will inspire others. A deeper main objective of sending the a big group of participants to different courses in different countries is that the school wants to develop courses for a Summer Academy in 2019-2020 within the European framework and they will come back with suggestions and ideas about content related to our expertise, organization and themes. It is important for the school to develop and be able to mediate its special knowledge in e-learning and working with innovative and creative learning and teaching methods. Participating in well organized courses in subjects related to their own teaching subjects and collaborating with others in European settings the staff will get the possibility to reflect and evaluate own expertise and compare it to their experiences and gained knowledge. They will come up with how to add and implement the experiences into valuable learning and teaching content for others in the different school environments they are working within both on local as on national level. The Erasmus projects have started the school of on a path of continuous development within its policy and motto and it is essential to keep the process being as organic as possible.

If applicable, project summary at application time in English:

Please provide a short summary of your project upon completion. 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.

Menntaskólinn á Tröllaskaga was established in 2010 and has been very innovative and creative in its organisation, its learning and teaching methods. The school is located in a small community in North-Iceland in a disadvantaged area. The school was built to elevate the educational level of the aging area and to keep the young people in the community. According to Þuríður Jóhannsdóttir PHD research on the school it creates equal opportunities from all students in the methods it uses.

In the school "Innovation" is the hallmark concept of its motto. In order for a brand new school to create a niche in the world, it is important that staff and students are innovative in promoting the school implementing new ideas. "Creativity" is a basic element that provides focus on arts and culture in schools, but is by no means a limiting factor as it is implemented into all subjects taught enabling students to present their knowledge in multiple ways related to multiple intelligences. We encourage creativity in all areas of study, and use it as a beacon to guide our progress. And finally, "Courage" – in other words – daring is having the strength to follow new paths.

The school has been active in the encouragement of applying for staff mobilities. They have been on jobshadowing and workshops in Denmark, Iasi in Rumania and in Glasgow in Scotland. All members of the staff were allowed and helped out with choosing courses that they would like to fulfill during the next 2 years. The staff members have shown keen interest in participating in courses with themes related to their work and interest field. The institutions that organise the courses have a long experience in offering training courses within the European framework. Through the courses the participants got the opportunity to deepen their knowledge in the field of their own subject and/or gain new knowledge in subjects related to the main curricula of the school or its motto. It is vital that the staff keeps on developing, it's important to keep the environment organic and as such keep on moving ahead. Joining different courses in different places abroad Iceland brought back an important sum of new ideas and knowledge essential both to the participants and the school environment. The courses they participated were one week long courses in Florence- Italy, Split in Croatia, Dublin-Ireland, and Kalamata-Greece, which means that they will come home with different experiences of cross-cultural kind, with many stories about different learning environments and ways of handling educational matters. The learning content was focused on ICT tools, new teaching methods and subject related content and the idea was to let the new knowledge fit within the virtual working environment at our school. They came back with ideas of how to implement it within their framework of e-learning. Amongst the participants were teachers and other staff working in the department of Special needs.

Apart from deepening knowledge and gaining new, the participants have certainly strengthened their communication and collaboration skills within the European context. They have established important contacts with colleagues from other countries in Europe and they brought back with new knowledge, they came back inspired and with the ability to inspire others.

A deeper main objective of sending the a big group of participants to different courses in different countries was that the school wants to develop courses for a Summer Academy in 2019-2020 within the European framework and they came back with new knowledge, suggestions and ideas about content related to our expertise, organisation and themes to develop. The plan is still on but not for this year, we have though made a frame for a course to be held during the academic year probably 2021-2022 but we have been wanting to gain a bit more knowledge and it takes time to organise and do marketing upon it. With Covid 19 we have had to postpone things. It is important for the school to develop and be able to mediate its special knowledge in e-learning and working with innovative and creative learning and teaching methods. So we continue to participate for the next 2 years in well organised courses in subjects related to teaching subjects and collaborating with others in European settings since we got a new funding in Erasmus K201. Now again the staff will get the possibility to reflect and evaluate further own expertise and compare it to their experiences and gained knowledge. They have been adding and implementing the experiences into valuable learning and teaching content for our own school. They have been showcasing them to others in the different school environments they are working within both on local as on national level. The Erasmus projects K201 have come to play a key role in the development and long life learning process of our staff within the European context essential for the school environment.

3. Summary of participating organisations

Role of the Organisation	PIC of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation
Beneficiary	941206618	Menntaskólinn á Tröllaskaga	Iceland	School/Institute/Educational centre – General education (secondary level)
Partner	932905455	Ustanova za obrazovanje odraslih Maksima	Croatia	School/Institute/Educational centre – Adult education
Partner	924087379	Areadne OE	Greece	Non-governmental organisation/association
Partner	919657195	DIEFTHINSI DEFTEROVATHMIAS EKPEDEFSIS MESSINIAS	Greece	School/Institute/Educational centre – General education (secondary level)
Partner	947318394	EUROPASS SRL	Italy	Other

Total number of participating organisations:

5

4. Implementation of the Project

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

Regarding the objectives of European Development Plan it is interesting to observe that the whole goal of sending staff members on Erasmus projects, regarding life long learning, has slowly - monitored consciously - become part of the development plan of the school. We have now since 2015 been working on sending members on courses and it has been a step for step plan that has had a great success. Since we have started building up our staff members and sending them out off to different places in Europe our staff members have little by little gained more confidence in themselves and have become aware of their unique knowledge and working methods. They have become much more confident in interacting with fellow colleagues from other European countries and have started networking. The networking resulted f.ex in an Ecomedia Conference and working shops held during Autumn 2018 in our school with around 100-120 participants from not only Iceland but also from other European countries. We have also been able to interact with fellow colleagues and they have participated online classes and we have participated now in applications with organisations that we have met through Erasmus K1 projects. The knowledge that we have gained has also given us new tools and a new focus and understanding upon how other people do and how to be flexible in new or different learning environments. The participants have gained valuable learning and teaching content that they have implemented to a great extend in their teaching and they are now aware of how they can create courses and give didactic introductions for others upon their own subject and their methods such as also how they apply ICT and creative approaches into the settings of learning goals.

The idea of creating summer courses here in our school is still going on, for now we have not had the chance to develop them but they are on the planning for the next 2 years. We actually think we can develop them to take place during the school year because we have space and time in our school environment since we are very flexible and apply ICT in all we do. We are now sending off staff members again the next 2 years and the goal is to finish a course frame that can be interesting for others to apply for.

Sending off our staff members to participate in projects and in organised training sessions is to our school community very important because it brings back new knowledge to our school community. Learning in a different settings and seeing other perspectives, collaborating and interacting with fellow colleagues from other European countries gives us reasons for and opportunities to reflect upon own performance and methods, own policies and school environment. We have become aware of that we have something to mediate and it is essential to do that but we also have a lot to learn.

Our goal is to live in a continuously developing school reality focusing on what is happening in our rapid changing society. Sending our staff members to participate in European projects and training sessions creates the possibility for us to see how others confront the changes and how they go about it. For us it's all about establishing and keeping alive this organic learning process that we started 2014-2015 incorporating the European dimension into and it has become essential for our school development.

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

No we did not.

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

The participating organisations contributed with the organisation of the courses that the participants had chosen.

The participants chose the courses that they thought would enrich and extend their knowledge, as well as giving them inspiration for their work in their unique school environment.

The organisations that were involved in the project organised and offered to the participants :

- a. valuable content
- b. new knowledge to bring back
- c. samples of use and reflection upon them
- d. hands-on experiences of good value
- e. networking with European colleagues
- f. developing skills in use of foreign language (English) through interacting with other participants
- g. the opportunity of socialising with fellow colleagues and exchanging experience and knowledge

The participants were able to develop their competences in:

- a. the evaluation and reflection of content and new knowledge,
- b. using a foreign language (English)
- c. the evaluation of organisations and structure of the courses
- d. being able to adapt the new knowledge and apply it in a their own school/work environment
- e. mediating the experiences
- f. applying new creative approaches and tools
- g. socialise with fellow colleagues from other countries

How did the participating organisations communicate and coordinate?

We communicated by email and using special registration forms.

How did you choose the hosting organisations?

We normally choose the hosting organisations while we are preparing the applications. All staff members have the possibility to participate in a course that is funded by Erasmus . Before the application is submitted we search for courses with and for the staff members, we gather together all ideas in a padlet (see <https://padlet.com/ida32/erasmusK1namskeid>) We make a list of members that want to go on a course and the organisations and the course they want to participate in. In that way we have a quite clear idea about what the needs and wishes are. We use it as a base for the application and it makes it much easier for the rest of the planning of the project. We have found the organisations online and in School Education Gateway (see https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue.cfm)

5. 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.)?

Being a K1 project it was Menntaskólinn á Tröllaskaga itself that organised all logistic and practical matters. We are 2 members that together are in charge of the coordination, one that sees to the applications and reports, and another who is in charge of the financial and logistic matters. Together they see to the preparation, mentoring and meetings before and after the courses. The insurances are covered by the participants themselves and the school also has a special insurance for staff members that are travelling on behalf of the school.

Since it is a small school and the staff members are quite few, we are able to organise and talk about the project together, normally we discuss this in our weekly meetings and we have a very active Facebook group for staff members where we also communicate important things.

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

We are a small secondary school with quite few staff members. As a small organisation we are able to organise ourselves during meetings and talk about the project together easily. On a weekly basis we have meeting with all staff members where normally we have the possibility to discuss the choice and learning agreements in the group. We also have a very active Facebook group for staff members where we also communicate quite a lot.

As to the partners we choose and communicate with them by email and registrations are made online. Normally it is the coordinator (the contact persona) and the responsible for practical and logistic matters that contact them when she registers participants.

How did you assess the extent to which your project has produced the anticipated results and reached its objectives?

As we have been away now quite often on Erasmus course we use a routine that we normally follow in our school as staff members. Every 2 weeks we have a pedagogical meeting at school with all members of our staff and we use this platform to present and mediate whenever we have been on a course. We also present and discuss what and how we teach and to which extent we think we can use whatever we have learned in the courses, and we discuss impact and reflect upon future projects. The participants normally give a presentation and we have a discussion upon the results. It is a very effective way we have developed into a standard procedure in our working habits and we also think it is really motivating for future projects and activities.

Please describe any problems or difficulties you encountered during the project and the solutions applied.

We did not run into any problems

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

Normally the participants are monitored and assisted before leaving to the activities, since many go together they have the further support from each other if needed and normally there is always a more experienced staff member in the group who can help out and solve any issues that might arise. Otherwise the coordinator is always stand by and helps out if needed.

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

- Intercultural/intergenerational education and (lifelong) learning
- ICT - new technologies - digital competences
- Creativity and culture

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

In case of being different it will be because we changed some of the courses we wanted to go to, there was a change of some participants.

5.1. Preparation of Participants

What kind of preparation was offered to the participants (e.g. task-related, intercultural, risk prevention etc.)? Who provided such preparatory activities? How did you assess the level of usefulness of such preparatory activities? (Note: For linguistic preparation, please provide information in the next section).

We normally prepare the participants by helping them out with the choice of the course and we go through the content with them, the logistics are cleared and organised and we after that before they leave- we go through together any kind of task related or intercultural issues there might be or come up. It has become a normal procedure to go through whatever can come up. and we do that as a group together. We go through it at the formal meetings at school and also informal, since many travel together to the courses, 2-4 or 5 together. Since we have been going for quite some times it has been integrated as a natural part of our planning. So these activities or preparations that occur might be suggested by the team in charge but the participants also are quite used to search for information and mediate to their colleagues that might be going for the first time.

5.2. Linguistic Preparation

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

No

6. Activities

6.1. Overview of Activities

Activity Type	Number of Participants*	Number of Accompanying Persons	Total Number of Participants and Accompanying Persons
Structured Courses/Training Events	13	0	13
Total	13	0	13

* Note: Accompanying persons are not considered participants in mobility activities and are counted separately.

If relevant, please describe and explain any changes between the activities you planned at application stage and those finally implemented.

Some of the staff members that had wished going on an activity were not able to go, so other people got the opportunity and also some of the planned destinations and host organisations changed but it was open for everybody.

6.2. Overview of Mobility Flows

Activity Type	Flow No.	Sending Country	Receiving Country	Calculated Duration (days)	Interruption Duration (days)	Duration of the Mobility Period (days)	Travel Days	Non-Funded Duration (days)	Funded Duration (days)	Distance Band	Total no. of Participants*	Out of Total		Accompanying Persons
												Participants with Special Needs	Non-Teaching Staff	
Structured Courses/Training Events	1	Iceland	Greece	6	0	6	2	0	8	4000 - 7999 km	1	0	0	0
Structured Courses/Training Events	2	Iceland	Greece	7	0	7	2	0	9	4000 - 7999 km	5	0	0	0
Structured Courses/Training Events	3	Iceland	Croatia	7	0	7	2	0	9	4000 - 7999 km	4	0	1	0
Structured Courses/Training Events	4	Iceland	Ireland	5	0	5	2	0	7	500 - 1999 km	1	0	0	0
Structured Courses/Training Events	5	Iceland	Italy	6	0	6	2	0	8	4000 - 7999 km	2	0	0	0
Total				31	0	31	10	0	41		13	0	1	0

* Note: Accompanying persons are not considered participants in mobility activities and are counted separately.

6.3. Overview of Participants

Activity Type	Total Number of Participants*	Out of Total	
		Participants with Special Needs	Non-Teaching Staff
Structured Courses/Training Events	13	0	1
Total	13	0	1

* Note: Accompanying persons are not considered participants in mobility activities and are excluded from the count.

6.4. Participants' Profile

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

First of all it is important to state that nobody is selected in our school. We encourage all our staff members- not only the teachers- to participate in a project or go on a course and this is the base of the whole application. It is all about the needs of our staff members.

In this project there were teachers and an assistant in the special needs department. We have female and male participants of all ages and in all fields (arts, languages, natural science, social science, mother tongue, etc etc) . We consider it important to offer them the possibility of a long life learning environment in Europe and it is important that it is of free choice and we do a great effort in the whole process of choosing and assisting them with what they need and try to find what they think could be of use. Our age range is from ca. 34-62. And they have different years of experience according to their age.

We start off in the autumn to discuss and open up for the application for projects and together we find ideas and try to assist with what staff members would actually like to learn and experience, we find a field, a theme and a learning goal. When that ideas have come together then we know a number of mobilities that we can apply for and in that sense there is a realistic numbers behind the number of mobilities that we apply for.

6.5. Gender

Activity Type	Female	Male	Undefined
Structured Courses/Training Events	10	3	0
Total	10	3	0

Note: Accompanying persons are not considered participants in mobility activities and are excluded from the count.

6.6. Participants per Hosting Organisations' Country

Activity Type	Country of Hosting Organisation	Number of Participants*
Structured Courses/Training Events	Croatia	4
Structured Courses/Training Events	Greece	6
Structured Courses/Training Events	Ireland	1
Structured Courses/Training Events	Italy	2
	Total	13

* Note: Accompanying persons are not considered participants in mobility activities and are excluded from the count.

6.7. Participants' Feedback

Please give a summary of the feedback given by your participants, as well as any points for improvement and problems encountered.

The participants have as a group been very satisfied with the mobility, with the experience, with the content and with the environment that they chose. The participants went to 4 different countries, most of them to Greece and to the same place in Greece - Kalamata. We have been quite a few times to Kalamata which is the result of networking and making acquaintances during other activities that we have been participating in. The host organisations are very professional and are doing a great job offering interesting courses that have benefitted our participants. For the first time participants have been to Croatia and the content of the course there was also very satisfying and it was a good experience to find a new and different venue for a course.

6.7.1. Participant Report Submission Rate

	Staff
Participant Report Submission Rate	100.00%

6.7.2. Participant Satisfaction - Staff

Indicator	Participants satisfaction rate: Staff
How satisfied are you with your Erasmus+ mobility experience in general?	100,00 %

Note: the satisfaction rate represents the share of participants reporting their satisfaction level as "Very satisfied" or "Rather satisfied".

7. Learning Outcomes and Impact

7.1. 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.

Kalamata - Summer Academy 2018 :The participants got acquainted with micro:bit and learned how to integrate it in their teaching practices via relevant workshop. They were also familiarised with arduino and Raspberry Pi and had the chance to deepen their knowledge. They were engaged in in-depth activities The participants got the chance deepen knowledge on the theme and content, the developed courses to teach at school and the content was implemented into f.ex. the department of Special Needs.

During the Summer Academy 2019 the participants learned about teaching and learning in a 3D Virtual World Integrated Simulation Environments, the Flipped classroom & Creation of Interactive Videos, practical workshops based on the courses. The lectures emphasised on the importance of ICT and technical learning in all stages of education as we now are entering the fourth industrial revolution. The participants reflected on own teaching and the ICT focus of school. The participants learned about different school cultures and centralisation of education politics. The main benefit of the Summer Academy was to broaden the horizon making them better professionals.

Kalamata November 2019 -The Museum Walks course was based on the idea that the best way to learn or teach local culture, history and heritage is by walking around a place, feeling the vibe and discussing points of interest on site, while mingling with locals and taking-in colours, smells and pictures. The main approach was to base the learning process on practical rather than theoretical knowledge. The course was designed on active learning methods and, at the end of the course, teach participant should be able to use the taught techniques effectively. The participant learned a lot of new methods about how to engage students, on how to use local history in an engaging way, how to build teams. They practiced different teaching methods. The participants also met new colleagues, some of them are hopefully future Erasmus partners. the Greek teachers were very familiar with a lot of apps and digital tools that we have been able to use such as f.ex. Artsteps.

Dublin - CLIL in Ireland. The course had focus on the multidisciplinary approach to understanding CLIL (Content and Language Integrated Learning) methodology and introduced course participants to how the theory of teaching through specific course content (academic or otherwise) can relate to their own classroom practice. This course included activity planning, CLIL resources, and aids in the creation of materials for second or foreign language learners. The CLIL methods was applied in the different activities. The ideas was to introduce the key principles of material development and integrating attractive content into effective teaching. It was a perfect refreshment of the methodology of CLIL but could have gone deeper. It seemed to be a perfect method to apply in our school since it has a very untraditional learning environment. The participants came back with ideas on how to develop new courses based on CLIL and f.ex history, where the language is more used as tool and is not the target.

Florence-Renaissance Art:The teaching was based on lectures and the teacher was very well educated and with good storytelling skills. We were given a huge amount of information in a short time period, so it will take a while to process the information. The location of the course was at Europass Teacher Academy, close to Duomo, very convenient since a big part of the course was guided tours to churches and museums in central Firenze. It was a good refresher course in art history and useful right away in our teaching, especially when teaching perspective and painting. The participants considered the course will be useful for us since we are teaching and develop further a course in Mathematics in Art and Design.

Split - Using technology in the Classroom. The course focused on how to apply information and communication technology in the classroom to boost motivation and creativity. In our case the participants went to gather new knowledge. And the participants came back with many new ideas and new knowledge about apps and methods. They got to know and integrate interactive digital quizzes and games. The learned to benefit from online resources and got more ideas about how to use the method of blended learning and flipped classroom. They were overwhelmed by the professionalism of the teachers and they exchanged in their own group adn with other colleagues new ideas and got the possibility to learn about different systems and different approaches and educational settings. We off course have a very unique educational setting but it does not keep us from going out and learn new things.

7.1.1. Participant self-evaluation - Staff

Indicator	% of participants answering positively
I have improved my career and employment opportunities	69,23 %
I have gained practical skills relevant for my current job and professional development	100,00 %
I have improved my knowledge of the subject I am teaching and/or my professional field	92,31 %
I have improved my awareness of methods for assessing and giving credit for skills or competences acquired in formal and informal learning context	84,62 %

7.2. Recognition Received by Participants

Activity Type	Type of Certification	Number of Participants
Structured Courses/Training Events	Attendance certificate by host institution	12
Structured Courses/Training Events	Recognition by home institution	1
Total		13

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

Yes

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

The process of evaluation and assessment of learning outcomes is the same for all the activities of the participants . In general we have established a tradition of mediating and reflecting upon our life long learning process every single semester planned on working sessions taking place every semester in our school. Life long learning of the staff is essential in our school community and the Erasmus activities have become a keystone in our professional development. As mentioned before, every semester - at the end and at the beginning of the next, we sit down and reflect upon activities and learning outcomes, not only upon Erasmus activities but also as a whole. Our participants also reflect when they come back and mediate to the whole group about the experiences they have had during the Erasmus activities. The participants hand in a reflection upon their activities that are kept as record for them and us. They reflect upon what new knowledge they have gained, to which extend they can use is and how they can implement it and they have become quite used to grab any opportunity to implement whatever they learn. So we meet, reflect, mediate, implement new knowledge and keep records. Off course we also reflect upon networking, upon the intercultural aspects, about differences and similarities, we try to measure things to our reality and sort out what can be used and what not.

7.3. Impact

Please describe any impact on the participants, participating organisations, target groups and other relevant stakeholders (including local, regional, national, European and/or international levels). In particular, describe the ways in which the project improved the quality of the participating organisations' regular activities?

In the application it is stated that participating in well organised courses in subjects related to their own teaching subjects and collaborating with others in European settings will give them the possibility to reflect and evaluate own expertise and compare it to their experiences and gained knowledge. The first very notable impact after the reflection and evaluation is that they have come up with ideas and suggestions on how to add and implement the experiences into valuable learning and teaching content for their students and for their fellow colleagues. So the impact is mostly works from the inner circle to the outer. We see how different solutions, tools, methods, strategies are being evaluated and sorted, then fitted into our curriculum (programming f.ex.) and we see how tools such as www.artsteps.com becomes the venue of our final exhibition of students work in arts, we see how knowledge upon organisation of courses has given a basic knowledge important for our future goal - to set up courses for others. So it benefits our staff members as a group and goes out into the school, our own organisation, to the students and into the local community. We think that we have impact on others that we meet during the activities because we have had many offers for collaboration in projects and workshops. So our knowhow has grown and the school as organisation has become quite known, not only inside Iceland but also abroad. Our participating organisations have contributed with the content and some of the organisations have asked us to collaborate with teachers and asked to come and help out with teaching in the courses giving a different perspective. On a national level our efforts in applications for Erasmus K201 has become quite known at the National Agency and we were invited by the European Commission to send our coordinator to "Co-create Europe" Erasmus conference held in Brussels in January 2020 as representative from Iceland which was a great honour for both her and the school. Sending off our staff members to participate in projects and in organised training sessions is to our school community very important because it brings back new knowledge to our school community. Learning in a different settings and seeing other perspectives, collaborating and interacting with fellow colleagues from other European countries gives us reasons for and opportunities to reflect upon own performance and methods, own policies and school environment. We have become aware of that we have something to mediate and it is essential to do that but we also have a lot to learn. Our goal is to live in a continuously developing school reality focusing on what is happening in our rapid changing society. Sending our staff members to participate in European projects and training sessions creates the possibility for us to see how others confront the changes and how they go about it. For us it's all about establishing and keeping alive this organic learning process that we started 2014-2015 incorporating the European dimension into and it has become essential for our school development.

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

5 - totally accomplished

7.3.1. Participant Feedback on Institutional Impact

Feedback of staff mobility participants: how did the mobility impact the sending institution?

Indicator	% of participants answering positively
Creating opportunities for me to share the knowledge acquired through my mobility activity with colleagues	100,00 %
Using new teaching/training methods, approaches and good practices at my sending institution	92,31 %
Reinforcing a positive attitude of my sending institution towards sending more staff on teaching assignments, job shadowing or training abroad	100,00 %
Strengthening the cooperation with the partner organisations in this project	69,23 %

8. Dissemination of Project Results

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

An excellent result of our project is the recent virtual exhibition that we have had at the end of the school year. One of our colleagues that participated in an activity in Greece last October/November learned about this tool. During to Covid-19 we came up with the idea to use this platform instead of our normal exhibition. We have been discussing to continue using it with students and it will be interesting to see how it develops next school year. At the end of the school when in our final meeting we discussed the possibility of using it as a platform of showing art works of students. One of the important conclusions is how using this tool gives the artworks another dimension, the virtual space seems to fit for photographs specially. Using a virtual space gives the visitor the possibility to walk around again and again and is a good testimony of art work at school and of the creative approaches applied at school. It is also a perfect learning tool for students if we consider the use of ICT in our school where they have to apply different skills creating the space and working as curators. We enjoy finding practical and challenging solutions and try them out, reflect and evaluate them. Handing the tools over to the students is important since it's vital that all partners try it out.
<https://www.artsteps.com/view/5ebb0a30fd7eb9428fb35e08>

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?

During the 2 years from 2018-2020 we have been participating in training courses in different places in Europe. We have before, during and after the mobilities been mediating and sharing news about our mobilities and our project, both inside the school with our colleagues, on our webpage and amongst other junior high schools here in the North that we collaborate with. We are at the moment working on adding a page to our homepage where we place news and descriptions about all our projects and activities.

Whenever we go on a workshop, a training activity or participate in a conference we make an effort of communicating into our local community and spread the word about our experiences gained during our projects and we encourage other to apply for Erasmus projects based on our experience. and our new knowledge.

Please explain how the participants have shared their experience with peers inside or outside your organisation.

The participants use the meetings at our school that we have every week to share their experiences with their as well as they during the mobilities shared their experiences on our staff Facebook page. Normally the participants will share notes, images and thoughts on the page during the activities, and when they return to school, they make a presentation of their experience for their fellow colleagues. If they use the time during the summer they make the presentation during one of the first meetings when the school starts. The sharing outside the organisation is done on our homepage, while meeting others at workshops and conferences. And we also share our experiences during other activities funded by Erasmus.

9. Budget

detailed overview of the total budget and the budget per Partner Country;

9.1. Budget Summary

9.1.1. Project Total Amount

Project Total Amount Reported	36,205.00
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Please provide any further comments you may have concerning the above figures

undefined

9.2. Travel

Activity Type	Flow No.	Country of Origin	Country of Destination	Distance Band	Amount per Participant	Total Number of Participants and Accompanying Persons	Exceptional Costs for Expensive Travel	Total Amount
Structured Courses/Training Events	1	Iceland	Greece	4000 - 7999 km	820.00	1	0	820.00
Structured Courses/Training Events	2	Iceland	Greece	4000 - 7999 km	4,100.00	5	0	4,100.00
Structured Courses/Training Events	3	Iceland	Croatia	4000 - 7999 km	3,280.00	4	0	3,280.00
Structured Courses/Training Events	4	Iceland	Ireland	500 - 1999 km	275.00	1	0	275.00
Structured Courses/Training Events	5	Iceland	Italy	4000 - 7999 km	1,640.00	2	0	1,640.00
Total							0.00	10,115.00

9.3. Exceptional Costs for Expensive Travel

This section doesn't apply for this project

9.4. Individual Support

Activity Type	Flow No.	Country of Destination	Participants			Accompanying Persons			Total Amount
			Funded Duration per Participant (days)	No. of Participants (excluding accompanying persons)	Amount per Participant	Funded Duration per Accompanying Person (days)	No. Of Accompanying Persons	Amount per Accompanying Person	

Activity Type	Flow No.	Country of Destination	Participants			Accompanying Persons			Total Amount
			Funded Duration per Participant (days)	No. of Participants (excluding accompanying persons)	Amount per Participant	Funded Duration per Accompanying Person (days)	No. Of Accompanying Persons	Amount per Accompanying Person	
Structured Courses/Training Events	1	Greece	8	1	1,280.00	0	0	0.00	1,280.00
Structured Courses/Training Events	2	Greece	9	5	1,440.00	0	0	0.00	7,200.00
Structured Courses/Training Events	3	Croatia	9	4	1,260.00	0	0	0.00	5,040.00
Structured Courses/Training Events	4	Ireland	7	1	1,260.00	0	0	0.00	1,260.00
Structured Courses/Training Events	5	Italy	8	2	1,280.00	0	0	0.00	2,560.00
Total									17,340.00

9.5. Course Fees

Activity Type	Funded Duration (days)	Number of Participants	Amount per Participant per Day	Total Amount
Structured Courses/Training Events	65	13	70.00	4,550.00
	Total	13	Total	4,550.00

9.6. Special Needs Support

This section doesn't apply for this project

9.7. Exceptional Costs

This section doesn't apply for this project

10. Closing remarks

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".

As an organisation in the very far North of Iceland, in a small community located difficult to reach in special times of the year, isolated during part of the winter depending on conditions of harsh weather, it has been of great importance to be able to offer projects and learning activities for staff members of the school. We highly appreciate having been able to assist to activities in different parts of Europe through the funding of Erasmus+. Our school is leading in the use of ICT in education in Iceland and thanks to Erasmus + we have become known as we travel a lot abroad. It has widened the horizon and been eye opening for the participants and they have been able to contribute to the continuous development of the schools learning and teaching process. It has enriched the school and has spread out to the local community and for that we are grateful.

11. 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

 Ida_oll_skjolin (1).pdf 4.00 Mb 5 days ago ✕
 declaration honour TOLF final report .pdf ДОН 0.26 Mb 11 days ago ✕