

Erasmus+

I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI"

- Erasmus+
- Agenzia Nazionale Erasmus+ - INDIRE
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- Strategic Partnerships for school education
- Call 2016
- Round 1
- Grant Agreement Number 2016-1-IT02-KA201-024447
- Report Type Final
- Date of submission 29/10/2018

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Name of legal representative

Main content:	Report Form
Number of attachments:	2

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 school education
Main Objective of the project	Exchange of Good Practices
Call	2016
Round	Round 1
Report Type	Final
Language used to fill in the form	IT

1.1. Project Identification

Grant Agreement Number	2016-1-IT02-KA201-024447
Project Title	INTEGRATIVE PATHWAYS FOR STUDENTS WITH SOCIAL, EDUCATIONAL AND MOTIVATIONAL NEEDS
Project Acronym	IPSSEMN
Project Start Date (dd-mm-yyyy)	01/09/2016
Project End Date (dd-mm-yyyy)	31/08/2018
Project Total Duration (months)	24
Beneficiary Organisation Full Legal Name (Latin characters)	I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI"

1.2. National Agency of the Beneficiary Organisation

Identification	Agenzia Nazionale Erasmus+ - INDIRE
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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

2. Project Summary

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

Please provide a short summary of the completed project.

Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications 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). Main elements to be mentioned are:

- Context/background of the project;
- Objectives;
- Number and profile of participating organisations;
- Description of undertaken main activities;
- Results and impact attained;
- If relevant, longer-term benefits.

Please be concise and clear.

As planned in the application form all the activities done during the two years project have been focused on students showing lack of control, lack of self confidence, difficulty in finding job,, corruption all around the society, lack of values that often discourage the weakest that after frequent unsuccesses at school, leave it forever. These students, often become a serious problem for teachers who work with nearly 30 students per class, for this reason there isn't sufficient time to take care of the most discomforted and unmotivated one.. The aims were to find the right strategies, educational tools, methodologies to deal with those students in order to prevent their early school leaving.

The project has 8 partners:

Italy- Naples- the coordinator, a Vocational school for catering, service and tourism "L. de Medici".

Catania - Italy, The Vocational Hospitality College (IPSSAR) "Karol Wojtyła"

Sibiu - Romania, Colegiul Tehnic de Industrie Alimentara "Terezianum"

Galati - Romania, Colegiul Tehnic de alimentatie si turism "Dumitru Motuc"

Odemis- Turkey, Odemis Ticaret Odasi Anadolulisesi

Kasnak-Bulgaria, Humanitaria gimnaziya "Sv.sv.Kirili Metodij"

Slima- Malta, Newark school

Klaipeda-Lithuania, Klaipeda paslaugu ir verslo mokykla

The objectives through which we have reached the main goals were:

- avoid the discomfort that the student brings to the class and feels himself;
- better the relationship among the students and his/her classmates;
- highlight the things he/she can do better and socialize them to the class, to create self-confidence;

- arise his/her social interaction;

- build life experiences in order to improve job .

The project has 8 partners: Italy- Naples- the coordinator, vocational school for catering, service and tourism. Catania - Italy, Sibiu - Romania, Galati - Romania, Odemis- Turkey, Kasanlak-Bulgaria, Slima- Malta and Klaipeda-Lithuania.

. There will be 4 Transnational Meetings organized in M1 Italy (Naples), M2 Italy (Catania), M3 Malta and M4 Sibiu

(Romania) and 3 Project activities: C1 - a students exchange in Odemis, Turkey, C2 - a students exchange in Kasanlak, Bulgaria and C3

- a short staff training session in Lithuania. An international conference was organized during the meeting in Catania,

dealing with : "Different kinds of disorders as a result of the questionnaires and how to deal with them" with specialists, teachers and

media invited. The questionnaires can be found on the website. A brochure with all the papers presented and all the studies has been issued. Besides, a seminar was

organized in Malta on "Best practices to be used for avoiding students' dropout" and on the good practice of Resource Centres and a brochure on the tools used to have better educational results for the disabled has been issued.

What is more, a Methodological Guide "OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS" has been coordinated, assembled and published, with ISBN, by ISIS "L. de Medici" to be used as a didactic resource consisting of

guidelines /integrative pathways to overcome the risks of early school leavers and improving the basic skills of those students.

Tangible results are:

- questionnaires and the grids of evaluation, with their interpretation by experts in psychology and inclusion;

- all the results collected in an ebook, to be found on the web site of the project;

- a blog;

- 2 newsletters with the description of the most impressive activities carried out during the 2 years of the project;

- the conference brochure, as ebook, with the papers and studies presented;

- an ebook collecting the results of the students exchanges, stressed on Best practices for integrating these students with disabilities;

- statistics done on the students' results and progress, observation grids, an educational video with practical ways of work with the students in need; - - an English course for the students participating in the mobilities, dance, sports or handmade manufacturing clubs in schools, with Europass

Language Passport for students;

- flyers and leaflet;

- a Facebook and whatsapp project group;

- the logo of the project.

Expected results and long term benefits are:

- increase students' self confidence and self control and their competences in foreign languages;

- increase opportunities for professional development;

- increase motivation and satisfaction in their school work.

- to lead them towards the freedom from these gaps. We hope have increase quality of education and training in all the areas involved in the project, for disadvantaged students and to align education to the needs of the disadvantaged students, too.

Please provide a translation in English.

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	946252849	I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI"	Italy	School/Institute/Educational centre – Vocational Training (secondary level)		01/09/2016	31/08/2018
Partner	942077290	Humanitarna gimnaziya "Sv. sv. Kiril i Metodij", Kazanlak	Bulgaria	School/Institute/Educational centre – General education (secondary level)		01/09/2016	31/08/2018
Partner	943210832	Istituto Professionale di Stato per i servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyła"	Italy	School/Institute/Educational centre – Vocational Training (secondary level)		01/09/2016	31/08/2018
Partner	947558275	Klaipėdos paslaugu ir verslo mokykla	Lithuania	School/Institute/Educational centre – Vocational Training (secondary level)		01/09/2016	31/08/2018
Partner	948432536	Newark School	Malta	Other		01/09/2016	31/08/2018
Partner	948764276	Colegiul Tehnic de Industrie Alimentara "Terezianum"	Romania	Other		01/09/2016	31/08/2018
Partner	949605557	Colegiul Tehnic de Alimentatie si Turism Dumitru Motoc	Romania	School/Institute/Educational centre – Vocational Training (secondary level)		01/09/2016	31/08/2018
Partner	949238509	ODEMIS TICARET ODASI ANADOLU LISESI	Turkey	School/Institute/Educational centre – General education (secondary level)		01/09/2016	31/08/2018

Total number of participating organisations

8

2.2. Other Organisations

In addition to the above formally participating organisations, did you involve other organisations 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;

Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project.

The original objectives of the project were all met.

All the partners carried out the different activities planned and they, according to the tasks assigned, have prepared or collected the materials for the different activities carried out and the products done. Besides, each school organized an extracurricular English course for students, to reach, according to the European parameters, communicative skills A2/B1 levels.

Round tables with experts were organized to prepare the questionnaires and the grids of evaluation to be used by all the partners, also the integrative pathways were created and they have been collected in an ebook..

A web site of the project has been built and all the partners have sent materials to store all the materials created and final

products, which can serve as open educational resources all the time. Also a Blog has been created and all the partners can share

cases about students with social, educational and motivational needs and will report on the blog :

-description of the cases; actions to take in order to deal with them;

-follow up of these actions; best practices.

An ebook has been issued and it collects all the results of the students exchanges, stressed on Best practices for integrating those students with disabilities.

All the partners worked at the Guide"OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS" , a

methodology ebook used as a didactic resource consisting of guidelines /integrative pathways to overcome the risks of early school leavers and improving the basic skills of those students. Teachers of the partner schools searched, observed the current resources and most importantly they

used their experiences about early school leavers in their school environment

What were the achievements of the project? Please provide a detailed description of the project results (if they are not listed in the sections "intellectual outputs", "multiplier events" or "learning, training, teaching activities"). Please describe achievements exceeding the initial expectations, if relevant.

The achievements of the project were to avoid the drop out and early school leaving of the students with social, educational and motivational needs; to create new strategies and gain competencies based on cooperation between students and teachers from EU countries.

The participant students gain experiences, competencies and they have improved their self-confidence and self-control necessary to rise the awareness to be European citizens, able to work side by side with European partners.

We have created tools to be disseminated in schools facing the same problems.

The tangible results are Didactic tools:

- the Methodological Guide"OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS" , which is

used and will be used as a didactic resource consisting of guidelines /integrative pathways to overcome the risks of early school leavers and

improving the basic skills of those students.

- the questionnaires and the grids of evaluation, with their interpretation,

- all results collected in an e book;

- the web site of the project,containing all the products and results achieved

- the blog,

- the 2 newsletters with the description of the most impressive activities carried out during the 2 years of the project,

- the conference brochure with the papers and studies presented,

- a booklet collecting the results of the students exchanges, stressed on Best practices for integrating these students with disabilities,

- statistics done on the students' results and progress,

- observation grids

- newspaper articles, interviews

- an educational video with practical ways of work with the students in need, the videos produced by students during the school activities and during the exchange meetings.

- English courses for the students participating in the mobilities dance, sports or handmade manufacturing clubs in schools.

- the logo of the project

- the seminar brochure, about the tools used to have better educational results with the disabled,
 - Europass Language Passport for students
 - flyers and leaflets
 - Facebook and whatsapp project groups
- The results as Events:
- an international conference for teachers, during the Transnational meeting in Catania, Italy on: " Different kinds of disorders as a result of the questionnaires and how to deal with them" with specialists, teachers and media.
 - a seminar organized in Malta, during the Transnational meeting, on Best practices to be used for avoiding students' dropout and on the good practice of Resource Centres.
 - a short piece of theatre and a traditional dance performed with ADHD students or other students with disabilities
- The Educational/Moral/Social results are:
- better the group working and the contribution facing the same problems;
 - struggle against the negative stereotypes of students with learning difficulties;
 - better the motivation and self-confidence of the students during the transnational meetings;
 - offer students different methodological approaches, through integrative pathways ;
 - involve parents more in the educational pathways of their children;
 - avoid discrimination, accepting the "diversities"

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

All the schools already dealt with students with both physical and cognitive disabilities, in few words those ones with medical certifications. This project has been innovative because for the first time it has taken care of the students with social, educational and motivational needs according to this framework:

Interpersonal Context of Student's development:

- Family
- Peer
- School
- Work

Primary Developmental Changes of Adolescence:

- Biological/Puberty
- Psychological/Cognitive
- Changes in Social Roles
- Demographic and intra-personal Moderating Variables
- Ethnicity
- Family Structure
- Gender
- Neighborhood/Community Factors
- Socio-economic Status

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

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

What were the other relevant horizontal or sectoral priorities addressed by your project?

- HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era
- Strengthening the profile of the teaching professions

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

What were the most relevant topics addressed by your project?

- Early School Leaving / combating failure in education
- New innovative curricula/educational methods/development of training courses
- Disabilities - special needs

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



4. Project Management

Which activities and indicators of achievement (quantitative and qualitative) did you put in place in order to assess whether and to what extent did the project reach its objectives and results? How did you measure the level of success?

This project, according to the type of target, the size of the catchment area and the specific objectives has achieved, it has been based on the integration of different components: Methodology, technology, organization, processes and procedures that have been integrated into a model of service that by its nature was complex designed so that we could get, with efficiency and effectiveness, the expected results, and at the same time it ensured an adequate return in terms of positive organizational impact and cost / benefit. So it was important to plan exactly the activities and the indicators of achievement according to each partner's ability, resources, time, social background and school profile. This has been done during the first Transnational meeting in Italy.

We put in place curricular activities such as: face to face meetings with psychologists, and experts in inclusion who realized their profile and made a progress observation grid, working groups where these students were observed, such as: workshops, theatre clubs and practice laboratories.

Also, statistics have been done to measure the progress of the students, according to their grades, to their involvement in the school activities, questionnaires have been applied to both students and teachers measuring the degree of satisfaction and interviews have been taken to students asking for their opinion, evaluation grids have been settled where we have ticked all the accomplishments for each student in need involved. All the interpretations and evaluations of the students' behaviour or involvement have been done with the help of the school psychologist who knew what further steps to take in the students' recovery both emotionally and physically.

However, Europass Language Passports for students have been used as tools of assessment for students' knowledge of English.

About the indicators we considered of great impact the completeness and completely recorded requirements, clearness in the description of the training requirements, correspondence between needs and project objectives.

The indicators we have measured have been:

- respect for him/herself, for others and the environment
- organization and accuracy in doing tasks
- attention and involvement in the educational punctuality and assiduity in the frequency
- BEHAVIOUR
- Respect of rules
- Behaviour to hold during school, extracurricular activities and during the transactional mobilities
- Personal care, and appearance in keeping order, loyalty and sense of responsibility.
- Attention to the needs of his/her schoolmates, solidarity, generosity, self-control in dealing with others. Respect for the feelings of others, respect for diversity, both socially and culturally.
- PARTICIPATION as Attention / involvement during educational interventions and in all the activities.

How were the quality, effectiveness and efficiency of the project monitored and evaluated (include budget control and time management)? Please mention the involved staff profiles and frequency of such activities.

At all the project meetings, all the activities have been evaluated and results monitored. At the first meeting all the partners planned and settled the terms, goals and targets and created some progress tracking schemes. All partners agreed on the timetable, progress indicators were established and general monitoring and evaluation tools were worked at. To evaluate the quality of this project some observation grids were made where we systematically noted the behaviour of the students in different situations:

- participation at the school activities;
- growth in self-confidence and self-control;
- relationship with peers and adults;
- respect of the rules and of school materials.

We also prepared questionnaires for the teachers of the class councils in order to evaluate the changing in the behaviour of the

students. We periodically invited experts to observe students and worked together to find the best approaches to face eventual problems.

We also met periodically the students' parents to exchange opinions on the observations of their children at home.

The staff involved in the project was:

The staff of the project,

The class teachers,

The teachers specialized for students with special needs,

Experts in the activities of "inclusion"

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. What measures were used to handle project risks (e.g. conflict resolution processes, etc.)?

According to the previous experiences in European projects we can affirm that throughout the con-division and the discussion of the problems occurred during two years activities there have always overpassed thanks to availability of each partner to look for the best solution for our students.

- Con-division and communication to lead to the result of learning;
- Rules: implicit and explicit rules on how to conduct and collaborate
- Roles: the behavior of the participants due and models defined as for example, the leader, the moderator, the passive participant.

A very important measure to overcome any possible risk is to be clear in the assigning tasks related to the objectives and the aims of the project. Checked periodically that all the persons were involved equally in the tasks and the partners were carrying out well their tasks to achieve the goals, mediated conflicts, discussed and listened to each of the sides and tried to reach an agreement with tact and without discrimination of any kind.

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 describe the activities organised by your project and elaborate on the methodology you applied. Please provide detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation.

We adopted different types of methodology according to the activities planned:

- The cooperative learning in workshops has developed the mutual respect among students and also knowledge, skills and competences; Students working in cooperative groups had the benefit being exposed to the strategies of others and to feel comfortable in setting and receiving support from their peers;
 - shared good practice;
 - Tutoring;
 - Peer learning;
 - Work in pair;
 - Group work;
 - The creation of short tests for "slow" students to verify just one objective, simplify the tests giving much more time of execution;
 - Prepared mind maps, flow charts and schemes story maps, T-charts for those students showing difficulties in concentration and in organizing information;
 - Mapped out ideas using structured materials and pictures is especially effective with struggling students;
 - Feedback, students with special needs often have difficulty monitoring their own progress. Giving feedback has helped them to reflect on their own work for those students showing difficulties in concentration.
 - Used structured materials and pictures.
 - Used multi-sensorial didactic and ICT.
- Information about the activities carried out:
- international conference organization in Catania, Italy, with the issue of a brochure
 - international seminar organization in Malta, with the issue of a brochure
 - round tables with experts during the Transnational meetings
 - questionnaires and grids of evaluation prepared and submitted to the students participating to the project in order to monitor their motivation and participation and the competences and abilities performed during the activities related with the project. All this has helped to build confidence in the students, has motivated them to improve their learning, to provide students with performance improvement information. This evaluation has been done during each project year to determine that the intended learning outcomes have been achieved. Being this project addressed not only to students but to teachers as well, evaluation grids were given to them at the end of each activity in order to monitor the professional development, the different methodologies and procedures used in different contexts and the knowledge acquired through the seminars and the training and the round tables organized during the two years project.
 - integrative pathways creation
 - booklets, brochures and the methodological guide issued
 - Blog and web site creation
 - workshops organization on sports competition, cooking events, dance and handmade products to form positive life-long habits, to provide social interaction, to teach teamwork and to improve self-esteem and a greater sense of accomplishment.
 - English courses to consolidate communicative competences for students
 - 2 newsletters edited
 - videos creation
 - press articles and TV interviews
 - promotional materials during the dissemination process

How did the project partners contribute to the project? Please detail specific competences brought in by the partner organisations.

All the school partners were formative Essential Reference Point for Youngs Wishing to succeed in concrete, rich professional careers in their countries and in Europe, constantly engaged in various Staff Training and Specialized Qualifications, arised as active elements in the diffusion of Innovation in every sector in which they operated also for the inclusion of students with special educational and motivational needs, dealt with at risk students, with social, family and cultural problems, that prevented them from attending the lessons regularly and from participating to the school activities. All the schools worked on welcoming and inclusion of students with special needs in order to garantee them the right to study and improve their esteem, self confidence, competences, potentialities to face a future inclusion in the society as a reliable citizen and worker.

All together we have contributed to this project with experienced and skilled teachers, that daily worked with students with special needs, organising workshops, laboratories, conferences and contacts with associations on the territory to give support and to develop an educational path focused and suited to these students.

What is your appreciation about the cooperation and communication between the partners and with other relevant stakeholders during the implementation of this project? What are the positive and negative elements of this cooperation process? What are the elements you would improve if you were to carry out a similar project in the future?

We all appreciated the cooperation and communication among all the project partners that happened periodically, through emails, phone calls, school video conferences, blog, Facebook, Twitter, Viber and whatsapp. Since partners in this project were already friends for previous projects we considered that the methods of communication and cooperation used i.e.: e-mails, phone calls, Facebook, etwinning site, proved to be the best ones. Since the project has been addressed to a great number of students, teachers and experts, in each meeting there has always been one teacher staff to give all the meetings a sense of continuity while the others, teachers and students were been chosen taking into account the activities they would have been worked to.

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

Students often need specific pathways in education, motivation and self-confidence, for these reasons , with the help of psychologists and pedagogic educators, before building a pathway, we analized students:

Psychologically: adolescent distress, emotional block, communication difficulties, closing, relational problems with peers, isolation, eating disorders (anorexia, bulimia, etc.), family problems and problems with teachers;

Cognitively: disability, comprehension, language problems, writing, reading, calculation, cognitive delay, "learning disorder" (describes a group of disorders characterized by inadequate development of specific academic, language, and speech skills. Types of learning disorders include reading (dyslexia), mathematics (dyscalculia) and writing (dysgraphia)etc.

Behaviorally: hyperactivity, agitation, aggression, impulsive manner, etc.

Socially: students with a low socio - economic level and students with parents who had serious financial problems. The financial situation of many students affeceds their emotional and mental skills negatively, their parents didn't have an effective communication with their children and didn't support their practical and emotional needs.

These four aspects have been examined through questionnaires for parents, teachers and the students themselves to define the target group. The questionnaires were developed by all the partners during the first meeting. Screening grids, with a scale from 0 to 4, were used to evaluate the results, where 0 meant that the problem didn't exist, while 4 meant that the situation was really compromised.

The questionnaires, according to the studies of Dario lanes in : "Educational special needs and inclusion" edited by Erickson, were formulated taking into considerations the following points:

- Physical conditions;
- Body structure;
- Body functions;
- Personal skills;
- School competences;
- Environmental context;
- Personal context;

To reach the main goal, after the identification of the students whom this project was addressed to, was to normalize

them. The psychologist, since the beginning of the project, supported teachers, through supervision and coaching during the first month and then during the implementation.

The objectives through which we have reached the main goal were:

- avoid the discomfort that the student brings to the class and feels himself;
- better the relationship among the students and his/her classmates;
- highlight the things he/she can do better and socialize them to the class, to create self-confidence;
- arise his/her social interaction;
- build life experiences in order to improve job skill

5.1. Involvement of Participants With Fewer Opportunities

Did your project involve participants with fewer opportunities in project activities?

Yes

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

500

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

First of all organizing a school meeting with parents to socialize them the activities that the schools were going to carry out for students with social, educational and motivational needs, presenting them the project and inviting them to contribute to reach the objectives planned.

All participants were treated equally and rewarded with certificates of attendance and prizes for the participation in the activities, they were motivated to engage fully by gathering the students' council and praise the most emotional ones, by granting them some moments of popularity to make raise their self esteem, by nominating the most violent ones as group leaders as it is known if they got such a position they would have been more disciplined and more responsible to show their teams that they were good indeed. All the activities were carefully planned and organized so as to be achieved by all of the students at their pace and not humiliated anyone if they couldn't dance, jog or cook. A teacher always was among them, helping and making suggestions to make sure everybody understood the task and that everybody finished it. Volunteers in each school helped the teachers and specialists working easily with the emotionally-needed students as they sometimes collaborated better with their peers.

Which types of situations did these participants face?

- Cultural differences
- Economic obstacles
- Health problems
- Educational difficulties
- Disability

5.2. Transnational Project Meetings

Please describe the Transnational Project Meetings organised within your project. What was the purpose and frequency of the transnational project meetings and who participated? Please elaborate how these meetings served the purpose of project coordination and implementation. In case there is a difference between what was planned and what was implemented, please explain why.

The meetings were organized on a schedule of 3-4 per year:

- the first meeting in October 2016 in Italy, at ISIS Dè Medici, first Transnational Meeting, with staff only, to prepare the questionnaires, to plan the activities to be carried out: sports, handmade, cooking without fire, theatre, and dance

events, grids of evaluation and to organize the following meetings; The logo of the project was chosen among different logos presented by each partner and the logo created by a group of students of ISIS "L. de Medici" was agreed by all the partners.

- the second meeting in April 2017 instead of in Odemis, Turkey, was held in Kazanlak, Bulgaria, because of the political troubles, in Turkey, in that period. It was a short-term students exchange (C2), with participation at workshops: "Cooking without fire", where the students prepared simple recipes and served them to the school staff, parents and guests. Students also enjoyed participating to sport competitions organized to relieve their stress and to keep their body fit and a healthy mind. Another workshop activity was a dramatization. Students were divided in different groups and starting from the topic of the project each group had to create a plot to show to the others.
- the third meeting in June 2017, in Klaipėda, Lithuania, a Short Staff training meeting (C3) on emotional management and job application entitled: "How to convert inner resources to career results? Evaluation of the first year of project;
- fourth meeting in September 2017 in Malta, a Transnational Meeting, only staff and teachers, to plan the second year project and prepare the integrative pathways to use during the daily didactic activities in every school partner. A seminar was organized on Best practices to be used for avoiding students' dropout and on the good practice of Resource Centres and a brochure was issued.
- fifth meeting in February 2018, in Catania, Italy, a Transnational Meeting and the organization of an international conference for teachers on: "Different kinds of disorders as a result of the questionnaires and how to deal with them" with specialists, teachers and media. Questionnaires were prepared by experts and teachers for inclusion of ISIS "L. De Medici" and dispensed in all school partners to a target group of students in order to individuate and make a statistic of the most relevant students' needs
- sixth meeting in April 2018 in Odemis, Turkey, short-term students exchange (C1): students enjoyed participating to hand made products manufacture workshops with the local people. This was a way to develop their patience and skills with the learning by doing methodology.
- seventh meeting in June 2018, in Sibiu, Romania, the Final Transnational meeting with staff and teachers where all partners worked at the same time during the meeting at the evaluation of the project and at the collection of all the results in order to make a statistics of the project results, to prepare a booklet of the materials used during the implementation, to organize the dissemination and prepare the methodological guide lines for the sustainability of this project.

During each students exchange, only students with mild disabilities, not necessitating of an accompanying person, has been involved in mobilities abroad and the rest has participated in local activities. Also, panel/round table discussions were organized during each Transnational meeting where partners commented on the issues raised by the project with specialists from the host countries

Meeting ID	Meeting Title	Start Date	End Date	Receiving Organisation	Receiving Country	Receiving City	No. of Participants
24447-TPM-00001	Preparation to the following meetings	2016-10-11	2016-10-15	I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI"	Italy	Ottaviano (NA)	14
24447-TPM-00002	Seminar on Best practices. Planning the second year project	2017-09-26	2017-09-30	Newark School	Malta	Sliema	13
24447-TPM-00003	International conference on: Different disorders and how to deal with them	2018-03-12	2018-03-17	Istituto Professionale di Stato per i servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyla"	Italy	Catania	14
24447-TPM-00004	Evaluation of the project and collection of all the products and results for the production of a methodological guide to upload as	2018-05-29	2018-06-03	Colegiul Tehnic de Industrie Alimentara "Terezianum"	Romania	Sibiu	13

an ebook on the
web site

54

5.3. Intellectual Outputs

This section doesn't apply for this project

5.4. Multiplier Events

This section doesn't apply for this project

5.5. Learning/Teaching/Training Activities

Please describe the long-term learning, teaching or training activities included in your project and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.

The long term of learning, teaching and training activities included in this project can be found in all the final products such as: Methodological guide, Seminar brochure, Inclusion brochure Questionnaires, Personalized Didactic Plan and in all the tools that can be visualized easily in the website. All that has been planned and done to avoid the discomfort, failure and finally the drop out and the early school leaving of the students with social, educational and motivational needs creating new strategies and gaining competences based on cooperation between students and teachers from EU countries to raise the awareness to be citizens ready to enter in the society and in the labor world.

5.5.1. Participants' Profile

Please describe the background and profile of the participants involved in the learning, teaching or training activities and how the participants were selected.

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?

Yes

Please indicate the recognition/validation instruments used in your project:

- Europass Curriculum Vitae (CV)
- Europass Language Passport

If other, please comment:

Activity No.	C1
Field	SCHOOLS
Activity Type	Short-term exchanges of groups of pupils
Activity Description	Students will enjoy participating in handmade products manufacture workshops with the local people (Turkey), this way developing their patience and skills by learning to make things.
No. of Participants	44
Participants with Special Needs (out of total number of Participants)	0

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Accompanying Persons (out of total number of Participants)	14
Is this a long-term activity?	No
Funded Duration (days)	231
Participating Organisations	Klaipedos paslaugu ir verslo mokykla, Newark School, Colegiul Tehnic de Alimentatie si Turism Dumitru Motoc, Istituto Professionale di Stato per i servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyla", I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI", Humanitarna gimnaziya "Sv. sv. Kiril i Metodij", Kazanlak, Colegiul Tehnic de Industrie Alimentara "Terezianum"

Activity No.	C2
Field	SCHOOLS
Activity Type	Short-term exchanges of groups of pupils
Activity Description	During the workshop "Cooking without fire", the students will prepare simple recipes to be served to the school staff, parents and guests. Also, students will enjoy participating in sports competition (jogging, football, fitness etc.), organized to relieve their stress and to keep their body fit and a healthy mind. (Kazanlak - Bulgaria)
No. of Participants	43
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	15
Is this a long-term activity?	No
Funded Duration (days)	252
Participating Organisations	Klaipedos paslaugu ir verslo mokykla, Istituto Professionale di Stato per i servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyla", Newark School, ODEMIS TICARET ODASI ANADOLU LISESI, Colegiul Tehnic de Industrie Alimentara "Terezianum", I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI", Colegiul Tehnic de Alimentatie si Turism Dumitru Motoc

Activity No.	C3
Field	SCHOOLS
Activity Type	Short-term joint staff training events
Activity Description	Lithuania will host a staff training on emotional management, job application, self-cognition where teachers will acquire knowledge and abilities to put all these in practice in their schools.
No. of Participants	14
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	Colegiul Tehnic de Industrie Alimentara "Terezianum", ODEMIS TICARET ODASI ANADOLU LISESI, Istituto Professionale di Stato per i servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyla", I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI", Newark School, Colegiul Tehnic de Alimentatie si Turism Dumitru Motoc, Humanitarna gimnaziya "Sv. sv. Kiril i Metodij", Kazanlak

6. Follow-up

6.1. Impact

What was the project's impact on the participants and participating organisations involved in the project?

Taking into consideration that our target group was composed of students with social, educational and motivational needs, our first aim has been to lead them towards the freedom from these gaps. We have helped students to raise the awareness about their skills and how to reach the ones to be strengthened using all the strategies we had and we experimented in this cooperation, till these students have found the right place in their families, at school and in the society. First because we wanted our students felt part of their classes, schools, families and home country society and, later, European citizens due to the grown of their self-confidence improved thanks to the skills in cooperating, playing, sharing ideas and working side by side with foreign students. Besides they have been aware of the cultural and social diversity, assuming that the differences are always a source of sharing and growth. The acquisition of new practices and new work tools has increased the opportunities for professional, personal and social skills adapting more easily to the educational system and society as a whole. Thanks to the level of the organizations involved, the acquisition of new practices, the sharing and creation of all activities proposed here, have increased the quality of the training through the adaptation and integration of contents developed with students. The main goal reached is that the students are now aware of their responsibilities and have therefore increased their self-confidence.

Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?

The project target group has been all the educators at all level, from teachers to parents to all the people working in the field of formal, informal and not formal education. It was something new for them because everything was systematically organized in order to provide a daily and practical guide to support young people, both with needs and without, the so said "normal", in order to have an empathic approach and give them the consciousness to be able to reach all the goals they dreams. People involved in the project as project target groups and stakeholders can find the results of the project on the website, on Facebook and on the blog. Moreover the partners has elaborated a methodological guide related to all the strategic didactical approaches used during the two years project in order to include students with special educational, social and motivational needs

How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?

The aim of this project was to build up integrative pathways hoping to overpass all the gaps that these students had with the rest of the class. We always tried to establish a good empathic relationship with students using circle time in order to know our students' personalities and their feelings related to the school and class contexts or possible new situations created by the teachers or by themselves, in simulated situations. We also knew that students nowadays learn in a non- sequential way and using images, for this reasons we always tried to use strategies that are closer to their way of learning. We also used the "cooperative learning" through which students learn in small groups, helping each other in a mutual co-responsible way. The teacher assumes the role of facilitator and organizer of activities, structuring " learning environments " in which the students, encouraged by a positive relational climate, turn every learning activities in a process of "problem solving group", achieving the objectives whose realization requires the contribution of all staff. However, new and innovative ways of dealing with the process of emotional needed students is a step forward in lowering the level

of those who abandon school just because they are not well-integrated in the system, feel discriminated or fall behind with their studies because of their disability

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

Promoting the internalization of the European area as a single territorial space, identity, cultur, thereby strengthening the ties of belonging and sharing among all partners.
In addition, it was intended to encourage the sharing of experiences and knowledge between the education of the countries involved in our project systems. The creation of several common instruments to various countries, making use of previous experiences of each with regard to inclusive education, allows to create new methods of work, with regard to education and training systems.
The participation in this project has had , of course, a huge impact on the region and the country as it has enabled the acquisition of new skills, the experience of innovative educational experiences, which can be reinterpreted and adapted to a new location context.
Local schools has benefitted from the fact that they can enjoy more qualified young people and better adapted to the school system and why not, to the labor market. Thus, it increased skills, effectiveness in job performance, cultural promotion, combating school refusal, higher employment rates and promote social cohesion.
Like this we increased the quality of education and training and in all the areas involved in the project, for disadvantaged students; to align education, training and youth systems to the needs of the disadvantaged students; improve provision and assessment of basic and transversal skills; increase synergies and links and improve transition between the different systems of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications; promote the use of learning outcomes when describing and defining qualifications in support to the teaching and learning; use ICTs in a more strategic way.

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.

Dissemination has been done:
Inside each organization to:
Students
Staff
Parents
Each partner made the project known in his/her school by organizing meetings with the School Board, Students' Councils and teachers' reunions and also by keeping-up-to date the Project Corner with dates of the selections and criteria etc. It was necessary that the information arrived to the students in need and also to the teachers who were the mostly involved in working with them and in acquiring news.
At the local level to:
Students
Teachers
Parents
Decision makers at county level
Schools with the same problems
At the regional level:
Schools with the same problems
Decision makers at regional level
Best practice shared among schools at local and regional levels has been beneficial for the students with different

needs and has served the purpose of this project. Also, it has attracted decision makers who could help each partner better implement the project.

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

All project partners have cooperated, planned and developed the dissemination activities of the project. The results has been disseminated periodically, at least after each project meeting, through panel discussions with team members working in every institution, by spreading leaflets and brochures with information about the project results in the councils of students and teachers. On the website created specifically for the project, as well as on the websites of the partner institutions, we have uploaded materials on the activities and products made, the filming during meetings, workshops and sports competitions, photos, booklets, interviews, opinions of trainees throughout the project and its aftermath that have provided a valuable source of information at local, national and European levels on the contact details of the partner organizations and the outcomes and final products. On the blog and Facebook group created for the project, discussions have been made under the form of questions and answers provided by specialists, teachers, trainers invited for discussions etc. Special classes have been taught by teachers in training sessions that have disseminate to the other teachers and students what they have learnt during the working sessions, thus bringing at the school and local level valuable information about the latest technology and about the working experience they had acquired. The European Project Corners allocated on each school boards will permanently display all information about procedures and dates of the selections, photos of the meetings, the results and the final products, which will be available for all those interested all the time. Articles in magazines and local newspapers of each partner and TV interviews will help schools to disseminate the project results and products locally, too. Early in the project, a meeting in Italy has been organized to make the project known and promote it both in schools and in the local community, with the participation of teachers, students, representatives of public and private institutions and the media. At the end of the project the final meeting has dealt with the valorization of the project and also the final results have been exhibited and the students have presented a short theatre and dance performances, according to their skills as an outcome of their improved self-esteem following the workshops organized throughout the project. All the materials created, the new didactic approaches and final products can be used as open educational resources all the time for all the interested teachers and students at a national and even international level as all of them have been published on the project website and blog and also some on Youtube, thus being seen by hundreds of visitors. There has been developed partnerships with various local institutions that helped to organize activities to promote the project in the local community. Regionally, in the Regional Meetings of the responsables for European projects, teachers participating in the training sessions have disseminated the project results in the form of PPT presentations, demos, videos, photos and provided printed materials and customized promotional project objects with the title and results to all those present. At the end debates and discussions have been held about the project results and experiences. At national level has been provided at least a presentation of project results in seminars organized by the National Agencies. At European level, all results and products acquired in the project has been made visible by using multimedia tools and communication technologies to all future and current partners in projects

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

All the materials produced during the two years project have an open acces on the website, on the blog and on FB

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

Every product has been advertised with flyers and brochures in events created by all the school partners at least twice a year, so that everybody has known the topic of the project and if they need it can have free access and can download the pdf files. We have uploaded some of the results on Youtube, which is widely viewed and all the links to the films have been given on Facebook - another most popular site for sharing things and on the schools' web pages. All the brochures and booklets are available on the website for consultation by all those interested.

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?

All the materials produced can be adopted for all the students classes in order to facilitate and better the learning process and the knowledge. Experimented approaches can be useful to improve motivatiin in all students amd the daily use of them ca guarantee a successful relationship in the school a everyday life.

6.3. Sustainability

Which activities and results will be maintained after the end of the EU funding? How will these activities be implemented and supported?

The activities that can be maintained are the daily learning-teaching approaches and all the useful tools produces in the two years project

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	Project Management and Implementation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
			EU Travel Grant	EU Individual Support	Linguistic Support Grant	Exceptional Costs (Overseas Countries and Territories Travel Costs)				
946252849	12,000.00	3,450.00	3,850.00	6,580.00	0.00	0.00	0.00	0.00	0.00	25,880.00
942077290	6,000.00	4,600.00	1,650.00	3,640.00	0.00	0.00	0.00	0.00	0.00	15,890.00
943210832	6,000.00	3,450.00	3,470.00	5,880.00	0.00	0.00	0.00	0.00	0.00	18,800.00
947558275	6,000.00	3,635.00	2,750.00	4,480.00	0.00	0.00	0.00	0.00	0.00	16,865.00
948432536	6,000.00	3,450.00	2,750.00	5,110.00	0.00	0.00	0.00	0.00	0.00	17,310.00
948764276	6,000.00	3,450.00	3,025.00	4,980.00	0.00	0.00	0.00	0.00	0.00	17,455.00
949238509	6,000.00	4,600.00	2,520.00	3,640.00	0.00	0.00	0.00	0.00	0.00	16,760.00
949605557	6,000.00	4,600.00	3,575.00	6,580.00	0.00	0.00	0.00	0.00	0.00	20,755.00
Total	54,000.00	31,235.00	23,590.00	40,890.00	0.00	0.00	0.00	0.00	0.00	149,715.00

7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	149,715.00
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Please provide any further comments you may have concerning the above figure.

7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Total
946252849	Beneficiary	I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE "LUIGI DE' MEDICI"	12,000.00
948432536	Partner	Newark School	6,000.00
948764276	Partner	Colegiul Tehnic de Industrie Alimentara "Terezianum"	6,000.00
949238509	Partner	ODEMIS TICARET ODASI ANADOLU LISESI	6,000.00
947558275	Partner	Klaipėdos paslaugu ir verslo mokykla	6,000.00
943210832	Partner	Istituto Professionale di Stato per i servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyła"	6,000.00
949605557	Partner	Colegiul Tehnic de Alimentatie si Turism Dumitru Motoc	6,000.00
942077290	Partner	Humanitarna gimnaziya "Sv. sv. Kiril i Metodij", Kazanlak	6,000.00
Total			54,000.00

7.3. Transnational Project Meetings

PIC of the Sending Organisation	Total No. of Meetings	Total Number of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)
942077290	1	2	100 - 1999 km	575.00	1,150.00
942077290	1	2	100 - 1999 km	575.00	1,150.00
942077290	1	2	100 - 1999 km	575.00	1,150.00
942077290	1	2	100 - 1999 km	575.00	1,150.00

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943210832	1	2	100 - 1999 km	575.00	1,150.00
943210832	1	2	100 - 1999 km	575.00	1,150.00
943210832	1	2	100 - 1999 km	575.00	1,150.00
946252849	1	2	100 - 1999 km	575.00	1,150.00
946252849	1	0	100 - 1999 km	575.00	0.00
946252849	1	2	100 - 1999 km	575.00	1,150.00
946252849	1	2	100 - 1999 km	575.00	1,150.00
947558275	1	1	100 - 1999 km	575.00	575.00
947558275	1	2	100 - 1999 km	575.00	1,150.00
947558275	1	2	100 - 1999 km	575.00	1,150.00
947558275	1	1	>= 2000 km	760.00	760.00
948432536	1	2	100 - 1999 km	575.00	1,150.00
948432536	1	2	100 - 1999 km	575.00	1,150.00
948432536	1	2	100 - 1999 km	575.00	1,150.00
948764276	1	2	100 - 1999 km	575.00	1,150.00
948764276	1	2	100 - 1999 km	575.00	1,150.00
948764276	1	2	100 - 1999 km	575.00	1,150.00
949238509	1	2	100 - 1999 km	575.00	1,150.00
949238509	1	2	100 - 1999 km	575.00	1,150.00
949238509	1	2	100 - 1999 km	575.00	1,150.00
949238509	1	2	100 - 1999 km	575.00	1,150.00
949605557	1	2	100 - 1999 km	575.00	1,150.00
949605557	1	2	100 - 1999 km	575.00	1,150.00
949605557	1	2	100 - 1999 km	575.00	1,150.00
949605557	1	2	100 - 1999 km	575.00	1,150.00
				Total	31,235.00

7.4. Intellectual Outputs

This section doesn't apply for this project

7.5. Multiplier Events

This section doesn't apply for this project

7.6. Learning/Teaching/Training Activities

7.6.1. Travel

PIC of the Sending Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Total Amount (Calculated)
942077290	C1	Short-term exchanges of groups of pupils	4	100 - 1999 km	275.00	1,100.00
942077290	C3	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
943210832	C1	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
943210832	C2	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
943210832	C3	Short-term joint staff training events	2	>= 2000 km	360.00	720.00
946252849	C1	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1,650.00
946252849	C2	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
946252849	C3	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
947558275	C1	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
947558275	C2	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
948432536	C1	Short-term exchanges of groups of pupils	3	100 - 1999 km	275.00	825.00
948432536	C2	Short-term exchanges of groups of pupils	6	100 - 1999 km	275.00	1,650.00
948432536	C3	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
948764276	C1	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
948764276	C2	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
948764276	C3	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
949238509	C2	Short-term exchanges of groups of pupils	5	>= 2000 km	360.00	1,800.00

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949238509	C3	Short-term joint staff training events	2	>= 2000 km	360.00	720.00
949605557	C1	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
949605557	C2	Short-term exchanges of groups of pupils	5	100 - 1999 km	275.00	1,375.00
949605557	C3	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
Total			83			23,590.00

7.6.2. Individual Support
7.6.2.1. Short-term Learning/Teaching/Training Activities

PIC of the Sending Organisation	Activity No.	Activity Type	Participants (Excluding Accompanying Persons)			Accompanying Persons			Total (Calculated)
			Funded Duration per Participant (days)	No. of Participants (excluding accompanying persons)	Grant per participant	Funded Duration per Accompanying Person (days)	No. Of Accompanying Persons	Grant per Accompanying Person	
942077290	C1	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
942077290	C3	Short-term joint staff training events	7	2	700.00	0	0	0.00	1,400.00
943210832	C1	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
943210832	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
943210832	C3	Short-term joint staff training events	7	2	700.00	0	0	0.00	1,400.00
946252849	C1	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
946252849	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
946252849	C3	Short-term joint staff training events	7	3	700.00	0	0	0.00	2,100.00
947558275	C1	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
947558275	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
948432536	C1	Short-term exchanges of groups of pupils	7	2	385.00	7	1	700.00	1,470.00
948432536	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	2	700.00	2,940.00
948432536	C3	Short-term joint staff training events	7	1	700.00	0	0	0.00	700.00

KA2 - Cooperation for innovation and the exchange of good practices

948764276	C1	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
948764276	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
948764276	C3	Short-term joint staff training events	5	1	500.00	0	0	0.00	500.00
949238509	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
949238509	C3	Short-term joint staff training events	7	2	700.00	0	0	0.00	1,400.00
949605557	C1	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
949605557	C2	Short-term exchanges of groups of pupils	7	4	385.00	7	1	700.00	2,240.00
949605557	C3	Short-term joint staff training events	7	3	700.00	0	0	0.00	2,100.00
Total			145	68	10,090.00	98	15	9,800.00	40,890.00

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:

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

List of uploaded files

- Declaration of honour.pdf DOH
0.65 Mb
18 minuti fa
- MG final.docx.pdf
2.71 Mb
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