DE03 Pädagogischer Austauschdienst der Kultusministerkonferenz, Nationale Agentur für EU-Programme im Schulbereich

General Information

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

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

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

Inactive Organisations within Project Activities

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

1. Context

this section resumes some general information about your project;

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

1.1. Project Identification

Grant Agreement Number	2017-1-DE03-KA219-035513_1
Project Title	Odyssey - Migration and its Influence on Teenagers
Project Acronym	OMIT
Project Start Date (dd-mm-yyyy)	01/09/2017
Project End Date (dd-mm-yyyy)	31/08/2019
Project Total Duration (months)	24
Beneficiary Organisation Full Legal Name (Latin characters)	Gymnasium Neue Oberschule

1.2. National Agency of the Beneficiary Organisation

Identification	Pädagogischer Austauschdienst der Kultusministerkonferenz, Nationale Agentur für EU-Programme im Schulbereich

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact_en (https://ec.europa.eu/programmes/erasmus-plus/contact_en)

2. Project Summary

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

Project summary at application time:

Since the beginnings of time people have migrated in search of better living conditions. All humans want to live in peace, happiness and prosperity and according to the UN charter or human rights it is within their privileges to do so. Unfortunately the unrest, violence and wars occurring in the world have in recent years created an inflow of migrants for Europe. The number of migrants reaching Europe by boat this year has skyrocketed.

On one side we have EU policy and rules related to migrants, but on the other EU citizens and especially the younger generations are not prepared to deal with this big challenge of migration. Our priority in undertaking this project is to help our youngsters examine, comprehend and deal with the issue. All over Europe, our students are being confronted with a variety of attitudes. The media bombards them with opinions that are often passed on as news although they may be only opinions. As educators it is our duty to teach that migratory patterns are not a new concept and to help students decide on appropriate attitudes to deal with it.

The scope of this project is, therefore, within the limited range of our schools' resources and reach, to promote a historical approach to migration, disseminating the idea that we are all migrants, from one age or another, to increase sensitivity and awareness towards the migration phenomena, to strengthen moral and intellectual knowledge on migration and endorse values like tolerance, respect, fraternity, to dismantle false beliefs and prejudices on migrants and finally to reinforce the significant idea that should underline the attitude towards migration: they are us! Ultimately, to create an awareness of how complex the topic of migration is and what effects it has on societies.

Addressing this topic in an Erasmus+ project, we aim at reinforcing, in our students, very diverse skills, like communication in a foreign language, production of films, videos and digital materials, European citizenship values, acquaintance of European and national laws on migration, and project driven approaches to knowledge as well as a range of critical thinking and communication skills. Mostly however we aim to aid our students in thinking outside the box and making their own decisions as to what is appropriate or not.

To achieve these goals, we have established a set of partners, ranging from Greece, that welcomes new refugees every day to Germany that has proven to be the place where most migrants dream of reaching, to Spain facing migrations in and out of the country, and Portugal and Romania, where the most significant migration waves are still departures from their homeland. This diversity ensures different approaches and dissemination of a wide range of problems to students from very different regions in Europe.

Hence, this partnership and project aim to teach students involved

• to develop the adequate attitudes towards otherness,

• to participate in European values and acknowledge others as a source of cultural enrichment, to improve their learning skills through diversified teaching and learning methodologies

• to improve and mobilize their skills and abilities to take part in the digital society by producing and sharing digital resources and by mobilizing innovative and multi device software;

• • to realize that every issue can be seen from different points of view,

• • to analyze information, and distinguish the truth from lies and manipulation even if it is difficult,

• • to be able to transmit learnt knowledge to their peers,

• • to be more confident in everyday situations.

Concerning the teachers involved we seek

• to support all educational staff timprove their digital skills through the use of ICT for learning; promoting OER in different languages for a relevant education

• to pro-actively rethink the curricula in a European dimension

• co-operate on creating, piloting and presenting lesson plans on the specific topics

As regards to the schools involved we aspire to help

• to improve their abilities to act as European organizations, by developing projects with other similar institutions across Europe

• to learn to cope with the problems of their communities by the diversification of curricula and methodologies and by investing in local problems with Europe on the horizon.

To achieve these objectives, we will engage our students and teachers in meaningful activities like meetings with migrants, workshops with significant institutions' representatives (EU, UNESCO, NGOs, etc.), open days at partner schools to involve local communities and the production of a film with contributions from all partners which will later be included in a lesson plan about migration to be disseminated to other schools and institutions. All communication will be held in English, which is a major contributions from all partners which will later be included in a lesson plan about migration to be disseminated to other schools who may want to use the materials.

If applicable, project summary at application time in English:

Please provide a short summary of the completed project. The main elements to be mentioned are: context/background of the project; objectives; number and type/profile of participants; description of undertaken activities; results and impact attained; if relevant, longer-term benefits.

Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications or when giving information on a completed project. It will also feed the Erasmus+ Dissemination Platform (see annex III of Programme Guide on dissemination guidelines).

Please be concise and clear.

Migrations are not new. They have existed since the beginnings of time. Humans have always wanted to live in peace and prosperity as the UN charter of human rights says is within their rights and have followed migratory patterns to do this. Due to the conflicts of today's world we, in Europe, have recently experienced a new rise in migrations.

Although Europe has begun to control and secure its borders, there is still a large number of illegal immigrants making its way to European shores. The OMIT project was born due to the impact these migrations have had in an economically recessive Europe. As educators, it is our duty to help shape the attitudes of the new generations of Europeans, to increase their empathy towards the migration phenomena, to dismantle false beliefs and prejudices and to reinforce the significant idea that we are all migrants. Ultimately, to aid them to create a stance more congruent with the idea of the united, tolerant and amiable Europe we have been building so far.
To achieve this, every participating school chose about 20-30 students aged 13-18, of mixed gender, with a communicable command of English so as to be able to participate in the project. The students had to analyze migrations historically, socially and politically focusing on the illegal migrants that seek entrance to Europe every day and how they are dealt with (legal framework); Each partner institute was responsible for a theme strategically suited to the social reality of their situation. These themes were presented at the LTTAs in each country accordingly (e.g. the Azores took over migrations in the past while Greece took over migration in the present, etc.).

In particular, during all LTTAs the tasks agreed upon were carried out and presented by the students, in particular during:
LTTA1 students:
- mapped migration routes for each country and interviewed five different migrants
LTTA2 students:
- visited a refugee camp "LM Village" and took part in a simulation game based on "Passages" by UNHCR
LTTA3 students:
- presented the legal framework for immigration
- worked out and performed skits on the push- and pull-factors for migration
LTTA4 students:
- executed presentations on migration and its influence on our societies
- visited the German Emigration Centre in Bremerhaven to study the steps of migrants into and from Germany
LTTA5 students:
- researched and presented cartoons on migrations
- created posters showing tolerance and intolerance towards migrants
- worked on editing the video on the topic "Europe – a welcoming place?"

Teachers also held meetings during the LTTAs so as to plan future mobilities and activities. During the TPMs teachers:
- set up the timetables for each year
- collaborated in creating surveys, questionnaires and drafting reports
- evaluated the project work done
- discussed further work to be done and laid out details for future student tasks
- planned the logistics of future mobilities
- checked eTwinning space and web page
- discussed the impact and sustainability of the project
- worked on the mobility tool

To further aid in the success of the project we held three online meetings where logistics were discussed.

The project impacted participants in various ways:
Students:
- a differentiated perception of migration.
- developed critical thinking in terms of increased understanding and tolerance which will benefit their communities in future as they will carry and pass on these attitudes.
- enhanced their intercultural competence, communicative and team work skills.

Participating teachers:
- acquired a better understanding of the migrant situation in the partner countries
- expanded their teaching and learning repertoire by becoming exposed to partners differentiated teaching methodology
- improved digital competence, virtual collaboration and use of open educational resources through the planning of project tasks
- developed cross-curricular multi-disciplinary methods
- improved their foreign language competence

All these skills will provide long term benefits for their schools as they will pass on these skills to their colleagues.

Partner institutions
- developed a network with different project partners, local authorities and associations, cementing partnerships and communication channels which will outlive the lifespan of the project.
- strengthened parents – school communication by directly working together to complete project tasks.
- optimized school resources.

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	946715636	Gymnasium Neue Oberschule	Germany	School/Institute/Educational centre – General education (secondary level)		01/09/2017	31/08/2019
Partner	943575843	3 Gymnasio Kalamatas	Greece	School/Institute/Educational centre – General education (secondary level)		01/09/2017	31/08/2019
Partner	946683335	EBI Francisco Ferreira Drummond	Portugal	School/Institute/Educational centre – General education (pre-primary level)		01/09/2017	31/08/2019
Partner	949009589	Colegiul Economic Buzau	Romania	School/Institute/Educational centre – Vocational Training (secondary level)		01/09/2017	31/08/2019
Partner	949594887	IES LUIS SEOANE	Spain	School/Institute/Educational centre – Vocational Training (tertiary level)		01/09/2017	31/08/2019

Total number of participating organisations	5

2.2. Associated Partners

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

No

3. Description of the Project

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

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

To create a tangible comprehension about migration, its effects and impact on societies in the students' mindset, the partner schools started off with a kick-off meeting, TPM1, where we:
- established channels of communication
- scheduled a project timetable for the first year
- created a questionnaire to assess students' knowledge and attitude on the topic
- laid out guidelines for the logo competition
- set the tasks to be carried out by the first LTTA in Portugal
- decided on the activities to be presented at the first LTTA

The German students performed a reading of a theatre play "A morning in front of Lampedusa" to introduce the topic.

At the first LTTA in the Azores/Portugal students:
- presented their work on past migrations and famous migrants
- mapped migration routes for each country
- chose a theme song for the project and created dance steps for it so as to perform in every LTTA
- interviewed five different migrants
- created stories and characters for shadow theatre

During the LTTA in Greece, students:
- presented their work of migration in the present
- visited a refugee camp "LM Village"
- took part in a simulation game based on "Passages" by UNHCR
- did a graffiti on the topic
- presented their research on comments about the topic of migration in social media

During the LTTA in Spain, students:
- presented the legal framework for immigration into their countries
- presented their work on pieces of literature and art that dealt with the topic of migration
- organised an interview with students with a migrant background
- worked out and performed skits on the push- and pull-factors for migration
- lectured and held a discussion with experts (immigrant from Venezuela and a volunteer working for "Families 4 Peace")

At the LTTA in Germany, students:
- had an international picnic showing differences in food (if possible showed migrant influences on traditional food)
- carried out presentations on migration and its influence on our societies
- visited the German Emigration Centre in Bremerhaven to study the steps of migrants into and from Germany
- held interviews with students with migrant background and presented them
- had a city rally finding signs of migration in Braunschweig

During the LTTA5 in Romania, the students:
- researched and presented cartoons on migrations
- created posters showing tolerance and intolerance towards migrants
- worked on editing the video on the topic "Europe – a welcoming place?"
- had a photo collage competition (for Europe Day)
- interviewed students whose parents are emigrants
- presented pros and cons of going abroad for work
- held an exhibition for Europe Day in a hotel on topics related to the project
All in all we feel that all the objectives were met. Our students have acquired better media competences and presentation skills. They have developed their critical thinking, management and leadership skills and have a better knowledge of the topic.

They have come to the realisation that migration is not just an influx of peoples but is more complex in its nature and stems from deeper roots. Thus, they have acquired a broader understanding of the democratic procedures and legal framework on a national and European level.

Moreover, students have increased their skills in their own mother tongues as well as Modern Foreign Languages, have gained knowledge of theirs and their partners' heritage, history, customs and traditions. All of the aforementioned will help them to be better equipped to deal with situations they may face in the future.

The results we achieved exceeded our expectations which is evident in the materials we produced during the project, and in the results of the summative assessment carried out. We hope the longer-lasting results of the OMIT project will be apparent in the attitudes of the next generation of European citizens (our students) who will, in future, act as multipliers of the European perspective.

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

Projects such as these are not innovative in their themes but in the way they are implemented. In our case, the innovation was in incorporating the project's topics into the schools' curricula and in the methodology we used to execute the set tasks.

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

HORIZONTAL: Social inclusion

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

- HORIZONTAL: Open and innovative practices in a digital era

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

undefined

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

- Integration of refugees
- Migrants' issues
- EU Citizenship, EU awareness and Democracy

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

undefined

3.1. Participants

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

All schools had similar strategies to choose the students that took part in mobilities. At the beginning, the project was advertised in every school. Then, students registered to be part of the project. Every school decided criteria to choose the students that take part in the project. This included interviews with the students in English to make sure the students would be able to communicate abroad, essays or presentations on the topic, teachers' recommendations for students, and involvement of students in ongoing project activities.
As for the teachers all participating schools have one teacher responsible for the coordination of the project. Other teachers were involved according to their interest and participation in activities. For mobilities, teachers were chosen according to their abilities to contribute to project activities. Every participating school tried to involve as many students and teachers, as well as parents or other people from outside the school by interviews, exhibitions, workshops, theatre performances and other events.

Participants with fewer opportunities: did your project involve participants facing situations that make their participation more difficult?

Yes

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

100

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

- Economic obstacles
- Geographical obstacles
- Social obstacles

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

We involved participants with fewer opportunities, regarding economic, social and geographical obstacles. Since fewer opportunities' students were mostly connected to socio-economic and geographical obstacles we used the budget for the project wisely to ensure that many students got the opportunity to leave their island or country in some cases for the first time and got an impression of other European countries and their cultures. Locally the participating teachers made sure to support the students and take them by the hands whenever they needed help. They always informed about the current and future steps of the project so that they didn't lose track of the aim of the project. The schools did their best to guarantee that all facilities and materials needed were provided.

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

3700

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

The participants took part in activities like:
- meetings with migrants from different countries, according to the country: USA, Canada, Australia, Poland, Venezuela, Morocco, Syria, India, Russia…
- meetings with refugees (visit to a refugee camp in Greece)
- meetings and workshops with local authorities (also to find out about legal aspects to achieve a right of residence or asylum etc.): office for emigration, BAMF (National office for migration and refugees in Germany)
- exhibitions at school or in local institutions or companies
- common activities with EU/UNESCO representatives: Europe Direct; Families 4 Peace
- various activities at participating schools: open days at school; Europe Days; European Day of Languages; Global Education Week
- movie projections and theatre performances
- articles in newspapers and school magazines and through social media

4. Project Management

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

The coordinating school ensured that activities ran according to plan without any delays as it was stipulated in different protocols established during OMs (online meetings) and TPMs.
The partners made use of the Gantt chart and updated it with the activities and the deadlines they established.
three online meetings for monitoring the project were held.
Instead of the German team, the Greek partner made sure that all the elements of the different activities were recorded on the project webpage in time.
Each partner school has checked out that the activities were carried out before every project meeting.
In every TPM the partners collaborated on managing as well as monitoring the project activities and their results.
The German partner monitored the eTwinning platform.

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

Each partner school had regular meetings with their Erasmus+teams discussing and assessing the progress and the results of the project.

After each TPM and LTTA we evaluated the fulfillment of the expectations of the students and teachers participating in the project using online questionnaires (google form). All questionnaires were analyzed in order to enhance the strong and the weak points.

The success of the whole project was evaluated by a comparison of the results between the initial questionnaire and the results of the final one to see if the students had changed their awareness and their attitudes towards the issue of migration and the impact the project has had on them.

Each country wrote a journal with the students' impressions about the project.

The Romanian students recorded a movie with the other students´ impressions about the project.

All students got a School Certificate instead of a Europass to acknowledge the skills and abilities they acquired during the Project.

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

In managing the implementation of the project we have not encountered any difficulties because we introduced participative management which cleared decision-making procedures and regular reporting and with a clear distribution of tasks and responsibilities.

5. Implementation

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

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

The biggest part of the granted money was used to send more students and teachers on mobilities. Instead of 50 teachers and 40 students, we took 70 teachers and 103 students.

All activities mentioned in the application form were carried out. The questionaries about the student knowledge background on migration were sent by google drive.

We did t-shirts, pens, flyers, panels, roll up banners, movies and photos to disseminate the project.

We went on field trips for research and dissemination purposes.

Office supplies for the Learning Teaching Training Activities and school activities relating the project.

Art supplies for the elaboration of diverse art work to be presented at schools.

Editing and printing of dissemination materials and outputs.

CDs/DVDs

Please describe the methodology you applied in your project.

Interdisciplinary methodology- Each topic was worked upon through a cross-curricular approach encompassing a variety of subjects

All of the activities were designed to support a student based learning environment through the use of Project Based Learning

Experiential learning - Finally activities used provided situations that simulated/used real life experiences so that the students were able to experience what was happening

Through multi-cultural activities the students came into contact with different ways of life and learnt of difficult survival situations through the migrant interviews.

The activities carried out included drawings, crafts and general artwork, cartoons, role plays, interviews, video footage, photos, documentaries, workshops and testimonies. Social media was used to communicate and exchange results in between mobilities.

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

We all shared our work every step of the way. Although every partner was responsible for everything, some tasks were the main responsibility of specific partners:

- the German partner school brought into the partnership its experience as an Erasmus+ project coordinator with strong ICT resources and skills; budget control and project monitoring. They created the eTwinning page's structure. They assumed the responsibility for the finalization of a glossary with migration related terms and phrases. They were also responsible for organizing TPM1 and one LTTA4;

- the Portuguese partner contributed with the development of multi device digital quizzes and surveys and other multimedia content as well as with organizing the OMs (online meetings). They created the design for the Handbook. They were also responsible for organizing one TPM3 and one LTTA1;

- the Greek partner assumed the responsibility for creating and maintaining the project webpage, uploading of further content. They also created the initial glossary to which all partners contributed. They were also responsible for LTTA2.

- the Romanian partner created a WhatsApp group for partners' communication and started and maintained a Facebook page for the project. They provided the statistical analysis of the questionnaire data and evaluation after each LTTA and TPM and took care of photo media coverage and the dissemination plan. They were also responsible for organizing TPM2 and one LTTA5;

the Spanish partner assumed the responsibility for the compilation of activities protocols, which have been put in the Handbook on Migration School Activities. And created a CD with recordings of almost all materials produced. They were also responsible for organizing LTTA3.

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

All partners were fluent in English so communication went very well and it was easy to set and divide tasks.

For better communication several online meetings were organized.

After each LTTA students and schools disseminated the work done

After every online meeting, TPM and LTTA we wrote minutes, so everybody knew what to do and when

a WhatsApp-Group was installed, an email-account and a google drive account were created at the beginning of the project, it enabled us to

Clarify dates and tasks

Communicate very fast

Exchange pictures and data for preparation and dissemination

Exchange and save bigger data

The webpage was taken care of by the Greek team, which did a great job in creating, developing and keeping it up to date

All partners contributed in the development of the TwinSpace by uploading material, pictures and texts

Videos were uploaded on YouTube to be used on TwinSpace and to reach a bigger audience

All partners collaborated equally to the process and success of the project by making suggestions, taking part in discussions on eye level, fulfilling tasks in the set time and taking responsibility

Communication was also supported by simple instruments like Gantt charts and communication plans which were updated in every meeting.

For the topic migration it was a strong point of the group that every country has an own view point and is challenged by different aspects in terms of migration (refugees, brain drain, emigration…).

The exchanges were not limited to the demands of the project. We also shared cultural traditions like the different ways we celebrate Christmas, Easter, etc. Via WhatsApp and Facebook schools also were aware of other events that were taking place outside the project. We decided to celebrate special days together, so it happened with the European Day of Languages, on the 26th September and on Europe Day on the 9th of May, with the same activities in every school.

One of the challenging aspect was the time difference (maximum 3h) between the partners, which made it difficult to find time for online chat conferences of all pupils.

The problem was solved by letting the pupils find their own ways of communication, which they did with the help of social media platforms .

Moreover the different organization of the school year in every partner country made it difficult to find dates for meetings, we therefore created a calendar to surpass these difficulties and each partner was willing to make compromises in terms of using weekends or holidays.

These problems were not as serious, so there was no need to use any SWOT analysis or other patterns for conflicting situations.

if we were to carry out a similar project in the future we would do everything just like we did, because in the end everything went well.

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

Target group of our activities and its dissemination were our students, aged between 13-18, but also their parents and teachers of our schools. The activities were planned according to their needs and experiences (e.g. 15% of Romanian students have parents working abroad; in Germany students and their parents as well as teachers in school are confronted with refugees; in Portugal, especially on the Islands, many families leave the country for economic reasons; the neighborhood of the Spanish partner school is comprised of a multicultural community).

Another target group were teachers and students from other schools because migration is a topic of general and current interest. They are already and will further be reached by our handbook and the activities planned and done for Europe Day. This is also applicable to regional communities, as many activities were published in the local media and the project was presented in open days at the different schools. So many people got informed and might be more sensible towards the topic of migration.

The last target group were migrants and refugees as they were given the opportunity to report about their motives and situations which gave them the feeling of being accepted. This was done in different field trips and workshops in preparation for and during LTTAs.

The meeting between students and migrants/refugees had such an overwhelming effect and left a long-lasting impact on both sides, the target groups were not changed during the project.

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

The eTwinning platform was used as the central platform for dissemination, exchange and publishing results. Also students introduced themselves before the first meeting. However, they did not use the chat conferences available in the platform because at that time there were technical difficulties, which have since been solved and they were attracted by other social media networks such as Facebook or WhatsApp which offered them a more interactive way of communication.

5.1. Transnational Project Meetings

Please briefly describe each of the project's transnational project meetings, including its purpose, main agenda items, the outcome and the participants involved. In case there is a difference between what was planned and what was implemented, please explain why.

The first transnational meeting was held in Germany and it was the kick-off meeting for the project. Each partner presented their institution. We decided on the realization of the project activities to be accomplished and planned in detail the tasks we would implement during the first year according to our set timetable. We fixed the dates for the mobilities and distributed the tasks among us. We discussed the set-up of eTwinning space and the webpage. We also started work on the common questionnaire to assess students' knowledge on the topic of migrations from different perspectives. Additionally we laid out dissemination plans depending on each school's schedule and we discussed what would be required and what we planned to do for the first LTTA to be held in Portugal.

Finally, the students of the German school held a reading of a play in English: "A morning in front of Lampedusa" (by Antonio Umberto Ricco). For dissemination local media (newspaper) was invited but did not show up for the reading.

The TPM2 started with a workshop with students of Colegiul Economic Buzau: living library of the projects done and still going on at the hosting school; students presented the projects to the visiting teachers. There was also an official meeting with the mayor of the city, where the students launched the magazine "The key to success" that included interviews with migrants that have had success with their businesses.

Most of the time was dedicated to fill in the interim report, to monitor the project results and to plan future activities to be done in the second year of the project.

In the third TPM we focused on the work to be done and finished: assessment of the original timetable; taking decisions on what else is to be published on the webpage and eTwinning and finishing the work on the Handbook.

Most of the time was dedicated to fill in the final report. Teachers were divided in groups and each group would work on different sections. In the end, all the work done was read and revised by everyone.

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

Meeting ID	513_1-TPM-00001
Meeting Title	Interim Report

All schools sent their coordinator and at least one more teacher involved in the project. Activities developed during the TPM2: The TPM started with a workshop with students of Colegiul Economic Buzau: living library of the projects done and still going on at the hosting school; students presented their work to the visiting teachers; Colegiul Economic Buzau presented their projects and another group presented some of their ideas that mix art and entrepreneurship. There was also an official meeting with the mayor of the city, where the students launched the magazine "The key to success" that included interviews with migrants that have had success with their businesses. Most of the time was dedicated to fill in the interim report, to monitor the project results, to plan future activities to be done in the second year of the project and to fix the dates for meetings and activities. Also we discussed about LTTA3 in Spain and the activities that have to be carried out to prepare for it.	
Start Date	2018-05-30
End Date	2018-06-01
Receiving Organisation	Colegiul Economic Buzau
Receiving Country	Romania
Receiving City	Buzau
No. of Participants	3

Meeting ID	513_1-TPM-00002
Meeting Title	Final meeting
All schools sent their coordinator and at least one more teacher involved in the project. Activities developed during the TPM3: Apart from the regular visits to sites of cultural interest, we focused on the work to be done and finished: assessment on the original timetable, evaluation of the whole project, taking decisions on what else is to be published on the webpage and eTwinning and finishing the work on the Handbook. Most of the time was dedicated to fill in the final report. Teachers were divided in groups and each group would work on different sections. In the end, all the work done was read and revised by everyone.	
Start Date	2019-06-19
End Date	2019-06-22
Receiving Organisation	EBI Francisco Ferreira Drummond
Receiving Country	Portugal
Receiving City	Angra do Heroísmo
No. of Participants	3

Total Number of Participants	6

5.2. Intellectual Outputs

This section doesn't apply for this project

5.3. Multiplier Events

This section doesn't apply for this project

5.4. Learning/Teaching/Training Activities

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

All LTTAs started with ice-breaking activities and on every meeting the students danced the "Immigration Song". Teachers always monitored the project and defined the activities and specific tasks to be done on the next meeting.

LTTA1 took place in Terceira Island, the Azores, Portugal. Activities done there went according to what

had been planned: official announcement of the OMIT logo; meeting with immigrants living in Terceira island who came from different countries, presentation of works in national groups about migration in the past related to each country; building a map showing different migration routes representing each country's migrations in the past; In international groups students carried out research on famous migrants which they presented to the whole group; Exhibition of all the works done for school publicity and project dissemination.

The Portuguese presented a video as the result of a research done on children who were sold and given away by parents to

American families who lived in Terceira several years ago; in international groups, students wrote a short text and created images to build a

"Shadow theatre" and these works were compiled into a video that was presented on the last day of the activities.

During LTTA2 in Greece, almost all activities as listed in the application were carried out. Instead of

interviewing a refugee, we visited a refugee camp for Syrian refugees. Students also: analyzed and presented comments dealing with for and against comments related to current migrations that had been posted on the social networks; presented their work in national groups about migrations in the present for school public; drew a mural about migration; took part in a simulation game adapted from "Passages", an awareness activity the UNHCR offers to help people understand the plight of immigrants and answer the question what they would take with them if they had to flee their country. Greek students staged a show for the school public to demonstrate their work.

The third LTTA took place in Pontevedra, Galicia, Spain. The topic of the work was „Reasons for migration – legal framework".

The activities done were: meeting with an emigrant who went to Venezuela and back to Spain and with a volunteer who has frequently gone abroad and has dealt with the most difficult situations; presentation of works in national groups about the legal framework on how to go abroad; presentation of the Forum Theatre in national groups and attending a concert at school with songs related to migration.

In international groups students carried out research on a piece of literature in their mother tongue, on the topic „Migration", and presented them in an artistic way; did reflections on push and pull factors.

The fourth LTTA took place in Braunschweig, Germany. „Impact of Migration on habits in societies" was the topic for all the work.

The activities done were: preparation of a picnic with national/regional specialities from participating countries; presentation of the works previously prepared on the topic of the mobility; visit to the Bremerhaven Immigration Centre; central part of the activities was that students worked out and structured interview questions for the living library with students from the school who have a migration background, did the interview, presented the results in different creative ways; did a reflection on the visit to the Immigration Centre of Bremerhaven.

LTTA5 took place in Buzau, Romania, where the title of all work was "Europe, a welcoming place?".

Main activity done: celebration of Europe Day with an exhibition of the projects results. In international groups students did the cartoon workshop and did posters of "tolerant vs intolerant people"; participated in the living library in which they interviewed school students whose parents have emigrated; drew and presented cartoons on the topic of migration; attended a video workshop with videos from all countries and did a final one.

Objectives achieved in the course of the meetings (depending on their focus): increase sensitivity and awareness towards the migration phenomena; strengthen moral and intellectual knowledge on migration; endorse values like tolerance, respect and fraternity to dismantle false beliefs and prejudices on migrants; change the attitude towards migrations: they are us; create an awareness of how complex the topic of migrations is and which effects it has on societies; reinforce communication skills; promote the ability to speak in a foreign language; promote European citizenship values; promote a historical approach to migration; develop some sort of critical thinking and acquire knowledge on national laws on migration; give them the opportunity to produce films, videos and digital materials.

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

Activity No.	C1
Field	SCHOOLS
Activity Type	SP-SCHOOL-ONLY-EXCH
Description of the activity	LTTA1 took place in Terceira island, the Azores, Portugal. The activities done there went according to what had been previously planned: ice-breaking activities; official announcement of the OMIT logo; meeting with immigrants living in Terceira island who came from different countries where they talked about themselves and answered questions posed by the students; presentation of works in national groups about migrations in the past related to each country; building a map showing different migration routes representing each country's migrations in the past; In international groups students carried out research on famous migrants which they presented to the whole group; Exhibition of all the works done on migrations in the past for school publicity and project dissemination. Besides all the work we had planned, some extra activities were done: project theme song entitled "Immigration Song" which was presented with a dance routine to welcome partners; the Portuguese presented a video as the result of a research done on children who were sold and given away by parents to American families who lived in Terceira several years ago; each country presented and sang a song on the topic "Migrations"; in international groups, students wrote a short text and created images to build a "Shadow theatre" and these works were compiled into a video that was presented on the last day of the activities.
Country of Venue	Portugal
No. of Participants	8
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	3
Is this a long-term activity?	No
Funded Duration (days)	28
Participating Organisations	Gymnasium Neue Oberschule

Activity No.	C2
Field	SCHOOLS
Activity Type	SP-SCHOOL-ONLY-EXCH

Description of the activity	During LTTA2 in Greece, almost all activities as listed in the application were carried out. Instead of interviewing a refugee, we visited a refugee camp for Syrian refugees and talked to them. We also spoke to representitives of IOM (International organisation of Migration) who informed students about the migratory situation in Greece. Students also: • Analyzed and presented comments dealing with for and against, related to current migrations in each participant country that had been posted on the social networks such as Facebook and Youtube; • presented their work in national groups about migrations in recent years until today; • set up an exhibition of all results about migrations in the present (photographs, documents, letters, testimonies, art work, etc) for school public; • drew a mural about migrations; Students took part in a simulation game adapted from "Passages", an awareness activity the UNHCR offers to help people understand the plight of immigrants and answer the question what they would take with them if they had to flee their country. The Greek students staged a show for the school public to demonstrate their work.
Country of Venue	Greece
No. of Participants	8
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	3
Is this a long-term activity?	No
Funded Duration (days)	28
Participating Organisations	Gymnasium Neue Oberschule

Activity No.	C3
Field	SCHOOLS
Activity Type	SP-SCHOOL-ONLY-EXCH
Description of the activity	LTTA3 took place in Pontevedra, Galicia, Spain. The topic of the work to be done was „Reasons for migration – legal framework". The activities done were: ice breaking activites; Meeting with an emigrant who went to Venezuela and was then back to Spain and meeting with a volunteer who has frequently gone abroad and has dealt with the most difficult situations; Presentation of works in national groups about the legal framework on how to go abroad; celebration of the „Magosto"; Presentation of the Forum Theatre in national groups and attending a concert at school with songs related to Migration. In international groups students danced the „Immigration Song"; carried out research on a piece of Literature of one of the countries involved in the LTTA, on the topic „Migration", and presented them in an artistic way; and finally they did reflections on pull and push factors. Besides all the work we had planned, some extra activities were done: Visit to the Town Hall and to Santiago de Compostela. The teachers monitored the project and defined the activities and specific tasks to be done on the next LTTA in Germany.
Country of Venue	Spain
No. of Participants	9
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	3
Is this a long-term activity?	No
Funded Duration (days)	28
Participating Organisations	Gymnasium Neue Oberschule

Activity No.	C5
Field	SCHOOLS
Activity Type	SP-SCHOOL-ONLY-EXCH
Description of the activity	The last mobility LTTA5 took place in Buzau, Romania, where all the work done was under the title "Europe, a welcoming place?". The activities done were: ice breaking activities (workshops - name game combined with lesson in Romanian language ; visit to cultural sites that were established by people who became immigrants on Romania; tour around school; Celebration of Europe Day with an exhibition and a meeting with other schools from the area and even other schools from Europe involved in other projects. In this meeting ideas and results about Erasmus projects were shared. In international groups students did a group building activity – protect the egg and invent a migration story; they played the game - tolerant VS intolerant to prepare and do the cartoon workshop and did posters of "tolerant vs intolerant people"; participated in the "Living Library" in which they interviewed school students whose parents have emigrated to other European countries and who are left on their own; drew cartoons on the topic of Migration to make an exhibition; attended a video workshop with videos from all countries and did a final one to be used in future classes on the topic. The final event – results from the project - was prepared by students for teachers and the community. The teachers monitored the project and prepared the final steps and tasks to be done on the last TPM3 in Portugal.
Country of Venue	Romania
No. of Participants	7

Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	2
Is this a long-term activity?	No
Funded Duration (days)	28
Participating Organisations	Gymnasium Neue Oberschule

5.5. Participants in Learning/Teaching/Training Activities

5.5.1. Participants' Profile

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

The students taking part in the project were between 13 and 18 years and belonged to the school and project group. During the selection process all students had equal chances in going on mobilities. We tried to assure a gender balance. The participants were selected with the help of interviews conducted in English, essays and presentations on the topic, teachers´ recommendations and involvement in on-going project activities. Each school organized preparatory meetings with teachers and students taking part in the mobilities. Of course the students` parents were kept up to date on all activities. All participants were insured according to European regulations. The number of students and accompanying teachers was well balanced. Students` parents and students themselves had to sign an agreement regarding behaviour during mobilities and an acceptance of being photographed and having their material published as stated by EU laws.

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:(multiple selection possible)

- Other

If you have used other recognition/validation instruments, please describe them:

Our students were given school certificates containing skills and objectives they achieved in the course of the project. We chose this form because it is more suitable for students in the age of our pupils.

5.5.3. Intensive Study Programmes - Invited teachers

This section doesn't apply for this project

6. Follow-up

6.1. Impact

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

The participants got a differentiated awareness of the situation of migrants and their motives for migration. During the project the participants developed critical thinking in terms of possible prejudices and stereotypes and increased understanding, tolerance and respect towards migrants. Meetings with migrants and refugees had the strongest impact on the participants. As we could see during the visit to a refugee camp in Greece preceded by a simulation game, in which students had to put themselves in refugee's shoes. Another impressive impact was the fact that most of them had never really been in contact with the reality of migration and some of the facts presented were shocking and surprising for them. Other examples of this were: the interviews made in Germany to the kids with a migratory background; the interviews with Romanian kids whose parents emigrated and were left on their own; the meeting with the volunteer in Spain who showed shocking images of what she had witnessed; the meeting with immigrants in the Azores, Portugal.

On top of that participating students gained comprehension of migration through the years due to the project tasks; improved their level of digital competence by using OER (Open Educational Resources) to carry out the project's tasks, learned to collaborate in international groups; increased their knowledge and skills of their own mother tongues and modern foreign languages; elevated self-confidence at achieving set tasks; improved on expressing opinions, drawing rational conclusions, making decisions and justifying arguments within context; achieved better management and leadership skills; were willing to take the initiative and participate more on a broader level; gained knowledge of partners' heritage, history, customs and traditions; broadened the conception of tolerance.

As for the teachers the impact was: the expansion of their teaching and learning repertoire through emulating good practice of partners helping to obtain more motivation and satisfaction in their daily work; improvement of digital competence, virtual collaboration and use of open educational resources through the planning of project tasks; augmented leadership abilities and improve their teaching through experience gained via collaborative teaching approaches and as such acquiring enhanced opportunities for professional development; development of cross-curricular multi-disciplinary methods by becoming exposed to different teaching methods in consequence providing a basis for an inclusive approach; improvement of their foreign language; adoption of interdisciplinary approaches in teams; development of managerial, collaborative and negotiation skills while developing team spirit and increasing a constructive attitude towards European projects and EU values through the work done in international teams; improvement of professional skills on the use of ICST as a means of communication and work.

Partner institutions also felt an impact from the project. They developed a network with the different project partners, local authorities and associations, cementing partnerships and communication channels between themselves which will outlive the lifespan of the project; benefited from building a more socially open environment and participating directly with members of the community while increasing the schools' European dimension and prestige; strengthened parents/guardians – school communication by directly working together to complete project tasks; optimized school resources - became more open to the local community

The project results were a resource for colleagues beyond our schools. Students' families and the wider community participated actively and collaborated at any stage of the project during the activities local migrants interviewed became more receptive and less hesitant to work with other community members.

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

Locally and regionally the participating schools established ties to organizations directly connected to the subject of migration. The project partners arranged meetings with migrants and refugees so that our students and the school public could have a better understanding of migrants' situations in the past and in the present as well as the reasons and circumstances of handling the issues present in each country.

The project helped to create more tolerance towards the understanding of other European countries and their migrants' situations. Stereotypes, prejudices and xenophobic attitudes towards migrants were reduced.

The project had an impact on the European and international level through the intercultural material produced and published online and through social media. Thus the project increased the awareness of the possibilities that the EU offers to migrants and to its own citizens.

We measured the impacts of the project with initial and final surveys regarding the topic of migration among participating students. We compared the results of the surveys to determine the impact that the project had on the students' understanding on migration. At the end of the project we applied another survey to measure the impact of the project on students' competences. All the results of the surveys were analyzed and shared among partners.

We also applied for the eTwinning Quality Label in all countries involved in the project and we hope we achieve the Quality Label.

Students participated in contests with pictures of activities developed in the project. Students also presented the results of the project in regional and national competitions (Made for Europe; Today a project, tomorrow the future).

We use social media to measure the impact of the project, e.g. the Facebook page, the clicks on the webpage and the viewings of the YouTube videos.

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

Although diversity is seen as a source of strength and not as a divider, differences in social life often trigger conflicts between teenagers. Faced with the fact that there are other people their age who have to fight for their daily life in their home countries, our students have become aware that their peaceful and tolerant living conditions allow them to exist in a privileged society. By teaching our students to be more tolerant and accepting, we are motivating them to live in a society of social inclusion.

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.

The target groups of our dissemination activities first of all were the students, their parents and teachers of our schools, as the idea of the project came from the needs we discovered in the target group (see 5.5).

We also targeted students and teachers from other schools because the topic is of general and current interest.

The project also addressed migrants and refugees as they are given the opportunity to report about their motives and situations which gave them the feeling of being accepted.

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

The dissemination of the project results took place inside and outside partners schools:
- participating students and teachers informed their classmates and peers (local, regional level);
- teachers posted materials made by students with impressions and pictures from mobilities on TwinSpace.
- students taking part in mobilities published impressions and pictures on social media (national, international, local level);
- in each school, a showcase /project corner was set up to display the activities and events of the project;
- school public was informed about the project on the school website and school newspaper or newsletter and school Facebook page.
- teachers made the project known to their colleagues in teachers meetings, conferences, through the school's newsletter and on social media (local/regional level);
- teachers contacted school partners, e.g. local authorities and informed them about the activities of the project (local/regional level);
- we used local media (newspaper/local radio or TV) to report about project activities;
- the teaching materials (videos, handbook with activities dedicated to the topic) developed were delivered to teachers from partners schools and also to other schools (local level);
- the general public was informed in open day events and special exhibitions (local/regional level) and during competitions for students.O
- the Greek partner provided a Website to upload the main results of the project linked to the homepage of each participating school (EU-Level);
- the eTwinning page was updated with main activities and was linked to the homepage of each participating school (local/ regional level/ national level/ European level);
- social media was used to disseminate the project results;
- the project was promoted in different contests on national or European level (Made for Europe; Today a project, tomorrow the future; eTwinning quality label);
- all our results were uploaded on the TwinSpace site and on EST, that will make them available throughout Europe;
- organization of common dissemination activities on 9th May (Europe Day)
- in (school) exhibitions during public events (school open days, European Day of Languages);
- by creating a calendar of events posted in all our schools, so that everyone involved could keep track of where we were in the project at a given moment.
- During the project, different promotional materials were delivered to students, teachers and other members of communities: t-shirts, bandanas, pins, pens, folders, bags, roll-up, banners, leaflets.
- To promote the project, partners organized a competition to choose the logo made by students.

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

All the materials produced during this project offer open access. This was realized by using open sources like youtube, eTwinning, Facebook, Issuu, Weebly…; all the public interested in the materials produced during the project can access them easily and for free.

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

All the materials produced were published on the webpage, on the Facebook page, Twinspace, youtube, and will be available for everyone interested in them.
The handbook produced will be printed and delivered in schools.
The website's link was and will be promoted whenever possible.

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

The materials can be used on special occasions for extracurricular activities: World Refugee Day (20th June); International Migrant Day (18th December); Global Education Week (November); Europe Day (9th May); Europe Day of Language (26th September); Human rights day (10th December); Children rights day (20th November)…
Materials can also be used in different subjects, as a complement to the curriculum (Geography, English, History, Religion, Civic Education) or to projects developed with students.

6.3. Sustainability

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

The most relevant activities and results are the handbook with activities related to migration and a video movie, showing the outcome of the whole project. All the material will be published as hardcopies, to be spread in the participating schools, and online as open source, making access as simple as possible. Everything produced can be used by and with the next generations of students who study the field of migration by:
• having the handbook, containing all activities and their instructions, saved online and having a QR-code included, so everyone with a hard copy can access the online version
• this handbook will also be spread in the participating schools, so that other teachers can use it
• the visual material will be kept and displayed in the school buildings and also will be saved online via photos and other sources on eTwinning and the webpage of the project, the link for it will be spread via the homepages of the schools and other ways
• international days like Europe Day, National Day for Tolerance and others will be fixed in the school's yearly calendar and celebrated with various activities
• As far as possible local authorities and the media were informed about the project and contributed in informing various audiences and helped in disseminating the project.

7. Budget

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

7.1. Budget Summary

					Learning/Teaching/Training Activities							
PIC of the Organisation	Name of the Organisation	Country of the Organisation	Project Management and Implementation	Transnational Project Meetings	Total EU Travel Grant	EU Individual Support	Linguistic Support Grant	Exceptional Costs (Overseas Countries and Territories Travel Costs)	Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
946715636	Gymnasium Neue Oberschule	Germany	12,000.00	4,005.00	5,420.00	7,420.00	0.00	0.00	0.00	0.00	0.00	28,845.00
Total			12,000.00	4,005.00	5,420.00	7,420.00	0.00	0.00	0.00	0.00	0.00	28,845.00

7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	28,845.00

Please provide any further comments you may have concerning the above figure.

undefined

7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Country of the Organisation	Total
946715636	Beneficiary	Gymnasium Neue Oberschule	Germany	12,000.00
			Total	12,000.00

7.3. Transnational Project Meetings

PIC of the Sending Organisation	Name of the Organisation	Country of the Organisation	Total No. of Meetings	Total Number of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)
946715636	Colegiul Economic Buzau	Romania	1	3	100 - 1999 km	575.00	1,725.00
946715636	EBI Francisco Ferreira Drummond	Portugal	1	3	>= 2000 km	760.00	2,280.00
						Total	4,005.00

7.4. Intellectual Outputs

7.5. Multiplier Events

7.6. Learning/Teaching/Training Activities

7.6.1. Travel

PIC of the Sending Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants	Top-up for "Expensive Domestic Travel Cost"	No. of Top-ups (including those granted to accompanying persons) for "Expensive Domestic Travel Cost"	Total (Calculated)
946715636	Gymnasium Neue Oberschule	Germany	C1	Short-term exchanges of groups of pupils	3000 - 3999 km	530.00	4	180	0	2,120.00
946715636	Gymnasium Neue Oberschule	Germany	C2	Short-term exchanges of groups of pupils	500 - 1999 km	275.00	4	180	0	1,100.00
946715636	Gymnasium Neue Oberschule	Germany	C3	Short-term exchanges of groups of pupils	500 - 1999 km	275.00	4	180	0	1,100.00
946715636	Gymnasium Neue Oberschule	Germany	C5	Short-term exchanges of groups of pupils	500 - 1999 km	275.00	4	180	0	1,100.00
						Total	16	**Total**	0	5,420.00

7.6.2. Individual Support

7.6.2.1. Short-term Learning/Teaching/Training Activities

					Participants (Without Accompanying Persons)			Accompanying Persons			
PIC of the Sending Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Activity Type	Funded Duration (days)	No. of Participants (without accompanying persons)	Grant per participant	Funded Duration (days)	No. Of Accompanying Persons	Grant per Accompanying Person	Total (Calculated)
946715636	Gymnasium Neue Oberschule	Germany	C1	Short-term exchanges of groups of pupils	7	3	385.00	7	1	700.00	1,855.00
946715636	Gymnasium Neue Oberschule	Germany	C2	Short-term exchanges of groups of pupils	7	3	385.00	7	1	700.00	1,855.00

PIC of the Sending Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Activity Type	Participants (Without Accompanying Persons)			Accompanying Persons			Total (Calculated)
					Funded Duration (days)	No. of Participants (without accompanying persons)	Grant per participant	Funded Duration (days)	No. Of Accompanying Persons	Grant per Accompanying Person	
946715636	Gymnasium Neue Oberschule	Germany	C3	Short-term exchanges of groups of pupils	7	3	385.00	7	1	700.00	1,855.00
946715636	Gymnasium Neue Oberschule	Germany	C5	Short-term exchanges of groups of pupils	7	3	385.00	7	1	700.00	1,855.00
				Total	28	12	Total	28	4	Total	7,420.00

7.6.2.2. Long-term Learning/Teaching/Training Activities

> This section doesn't apply for this project

7.6.3. Linguistic Support

> This section doesn't apply for this project

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

> This section doesn't apply for this project

7.7. Special Needs Support

> This section doesn't apply for this project

7.8. Exceptional Costs

> This section doesn't apply for this project

7.9. Exceptional costs - Guarantee

> This section doesn't apply for this project

8. Annexes

additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online.
Before submitting your report to the National Agency, please check that:

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

List of uploaded files

> no uploaded files yet