Since the very beginning of the project the Italian school has actively contributed to its development. It created and continuously updated the project’s specific Website: https://thefuturebeginstoday.wixsite.com/erasmusplus. Italian students have edited the project logo, a video, a poster and a photo album, a logbook for each mobility. They have actively joined the twinspace: https://twinspace.etwinning.net/78755/pages/page/768352 which has been run in sinergy with the project contributing to the layout of the activities related to talent's day, flash mob, six classes on interpersonal relationships, "My Hobby" final results in Architecture and Arts, Dance, Theatre and Sports, the forum on Covid's effects, answering questionnaires about professional preferences,

- diagnosis of interests for the first part of the Guide. Moreover they arranged interviews with students who have graduated from school and believe they have achieved success or want to share their plans for the future for the second section of the guide. They gathered reports about real internships for the third part, they arranged a business plan for the fourth section and eventually collected and disseminated all info about the possibilities of studying abroad for the last part of the guide. Students, supervisioned by their teachers have also organized volunteering activities, have acted out a comparison about characteristic elements of tradition and culture in partner countries and have acted in the three film fractions: "Dreams come true". Even teachers have profited of this project's experience: they have had the opportunity to compare their teaching methods and to stress upon the approach towards Sen students and towards issues such as dropping-out. Italian peer to peer approach in inclusive schools and work and study prospectives have been

compared to the other methodologies applied in the special school present in the coordinator’s country. Italian school has gained a lot of competences in joining workshops proposed by the hosting schools. As soon as activities in presence were interrupted due to the corona virus spreading, eTwinning platform has been essential and partners have updated it with all the products.

In short learning/teaching/training activities have been impressive opportunities for evaluating and monitoring the activities, results, achievements and level of impact, as well as financial implementation of the project. Partnership has been guided by the principles of cost-efficiency and economy in budget management. The coordinators from each partner school have been in charge of analysing the costs and planning the expenses. Working together with the school accountants, they have identified the most rational budget in compliance with the planned activities and the effectiveness of implementation. In particular, the coordinators have made the most economic choices regarding transport and subsistence for all participants. The withdrawal of the Greek partner at the real start of the project forced a rearrangement of the mobility plan assuring that all the budgeted mobilities could take place. For this reason there is a slight difference between the granted overall budget and the higher travel costs reported because, even if the number of participants corresponds to what asked and budgeted, the Greek partner's location from the sending institution was at a shorter distance, if compared to the other partners'. The withdrawal made it necessary to send more participants to other destinations so as to implement all the activities properly and give all the students the opportunity to join. Furthermore, thanks to a good administrative policy, one accompanying person has traveled at 0 grant. He was the school's headmaster. His presence gave an added value to the project because he profited of this mobility to act out a comparison between the Spanish way of managing school's vocational and technical courses in view of developing a more efficient entrepreneurial attitude in his sending institution.