General instructions

This report form is used by National Agency to monitor the project implementation. Filling in this interim report is one of your contractual obligation (according to Article I.4.2 from Grant Agreement-Special Conditions).

Project Identification

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| Action Type | *[Beneficiary to select one option below]*  Strategic Partnerships for School Education  Strategic Partnerships for Schools only  Strategic Partnerships for Vocational Education and training  Strategic Partnerships for Higher Education  Strategic Partnerships for Adult Education  Strategic Partnerships for Youth |
| Project AgreementNumber | 2015-1-TR01-KA219-021405\_7 |
| Project Title | Following the footprints of the Emperors |
| Beneficiary Organisation Full Legal Name (Latin characters) | Ion Luca Caragiale Elementary School |
| Contact Person (Title, first name, last name, e-mail address) | Luciana Rusu, rusu.luciana@yahoo.com |
| Reporting Period  (dd/mm/yyyy – dd/mm-yyyy) | 1st September 2015-30th April2017 |

Project Implementation

Please summarise the main developments in the project at this interim stage. Describe the activities already completed, the activities currently in progress and the activities to be organised for the remaining project duration.

Are the initial objectives, planned activities, identified targets and expected results being pursued, carried out and reached as initially planned? So far, have you encountered challenges or problems in implementing the project goals as planned? If so, what challenges or problems have you encountered? Please provide any relevant information considered necessary for a comprehensive overview of the current and further implementation of the project.

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| Following the Footprints of the Emperors project is half of the implementation period. Activities which have already been deployed are those stipulated in the implementation plan and comply the Grant graph of the project. After approval of the project the following actions were established to implement it at its best - itensifying communication with the partners and regular exchange of opinions, information received after the trainings organized by the National Agencies;  -to introduce and promote the project in the school and local community through various actions undertakings: announcement ceremony in the beginning of the school year, teachers' council meetings and lectures with parents, hours of Coordination, methodical activities in the methodical groups of Tulcea, press articles, advertising and promotional materials (brochures, presentations in electronic format) on the school's facebook page and the project's facebook page.  -development of procedures for the selection of the project team which was approved by the board and completed with decisions released from the institution (of the project team including both teachers and school secretary and accountant);  -realization of an activity plan and sub-activities on project implementation by mapping responsibilities for team members;  -elaboration of internal rules and procedure of the draft of the legal basis of project implementation, development period, partners, project team manager duties, the coordinator of the Human Resources Officer (Secretary), the Financial Officer, the selection committee of students, procedure, the file content mobility, rights and obligations of students and teachers, the procedure for payment of the project team;  -drawing project and portfolio management supporting documents by bylaw officers settled in the project (certificates of participation, activity reports prepared after each mobility by each beneficiary, unique reports prepared by the host country, timesheets and activity reports, monitoring report, payroll, bank statements);  -realization of a list of materials necessary for carrying out preparatory activities to mobilities and obtaining products based on which an estimated budget planning and project management category; - Negotiation and slecting a firm for providing office services and closing the achievement contract was made acquisitions as planned;  -realization of a grant adequate budget for project management, organized by categories of budget, approved by the City of Tulcea, followed by conversion of currency and transfer of money in their school account opened at the Treasury Tulcea;  -drawing many annexes to the Additional contract work by responsible human resources for everyone on the project team;  -organizing students activities in the targeted selection group with the procedure provided by the internal rules of the project;  -creating a notice board to promote the project and other presentation boards of each mobility, displaying certificates of participation in a visible place in the school;  -organizing a mascot contest for project proposals in the partner countries;  - The application of preliminary questionnaires for measuring the use of English language , knowledge about the EU's partner countries and about local relics dated in the Roman era, about educational issues in countries involved in the project (https://prezi.com/hgufwwl2spwl / GMT-the-footprints-of-the-emperors /);  - Organizing training activities of Preliminary mobilities obtaining goods under implementation plan foreseen in the project: scale models of some cities novels, painting shells, stitches on the embroidery sheet, clothing accessories, leather, mascot project miniature clay presentations, ppt. film, chaired by topics such as: presentation of the school, the town and the school system (Italy), history Tulcea (Turkey), vocational skills of the 21st century 4Cs (Portugal) evolution of faith from the Thracians, the Gauls and the Roman deities. Christian holidays today (Bulgaria), local legends and myths related to the Roman Empire, Latin Literature (Spain);  - Organizing dissemination activities after each mobility using various forms and channels: video screen located in the hallway of the school which unfolds images from mobilities, professional counseling, parents' meetings, methodology groups, methodical media (all partner countries ), TV (Italy -http: //www.rai.it/dl/RaiTV/programmi/media/ContentItem-0eed736e-92b4-4c0e-a665-c070796f134e.html-), radio (Bulgaria), etwinning, facebook , youtube;  -sustaining extensive dissemination activities after the first year of implementation (Romania) with the participation of a large number of parents, pupils, indirect beneficiaries, representatives of ISJ Tulcea, where all students who have already benefited from mobility presented the program, shared impressions and conclusions in their presentation materials in electronic format and made the video message via skype sent by coordinators;  Regarding the achievement of project activities we can specify that the periods of the proceeding as were set out in the implementation plan were achieved with one exception: the activity code C9 and C10 in Bulgaria was rescheduled instead C5 and C6 activity code in Italy and vice versa. This change was made at the request of partners in Italy motivated by the fact that during the period initially set in their school national exams are held and there is a proper period for organizing work.  The situation of the project activities at the interim reporting date is as follows:  1. C1 and C2 - was held in Turkey, Tarsus School IMKB Sehit UMUT SAMI Sensoy ANADOLU lisesi between 10 to 16 January 2016  2. C3 and C4 - was held in Portugal , Lisbon Profissional ESCOLA DE TURISMO E hotelarie during 17th to 23rd April 2016 C5 and C6  3. C5 and C6 will run from 27th March to 1 st April 2017 in Italy, Carovilli, COMPREHENSIVE INSTITUTE "C7 and C8 MOLISE Altissimo  4. C7 and C8 to be held in Spain, Burgos, COLEGIO VIRGEN DE LA ROSA between September 25th to October 1st , 2016 C9 and C10  5. C9 and C 10 took place in Bulgaria, Kocherinovo, SOU Hristo Botev between 5th to 11th June 2016  6. C11 and C12- will be held in Croatia, Metkovic, gimnazijos METKOCIC , in February 2018  7. C13 and C14 will take place in Germany, Arnsberg, Berufskolleg I EICHHOLZ between 29th May and 8th June 2nd ,  8. C15 and C16 - will be held in Macedonia, Bitola , MUNICIPAL SECONDARY SCHOOL TAKI DASKALO during October 2017. |

Project Management

How satisfactorily is the ensemble of project partners contributing to the realisation of the project? Have the distribution of tasks been adjusted since the application?

Has any change in the composition of partners been deemed necessary (as already communicated to the NA), or is any change planned at this stage?

Besides the project management activities already described, what other activities have you carried out using the budget awarded for Project Management and Implementation?

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| The project was designed through collaboration and contribution of all partners and same attitude and atmosphere of cooperation was maintained after the start of implementation, as well. Thus the reported level of involvement and responsibility of the partners is a good one because the project team promoted and maintained cooperation, tolerance, open-mindedness and team-building activities. In the reporting period we maintained the original formula of partners and assigned duties have been fulfilled according to plannned implementation by everybody involved. The activities undertaken respected both the type and forms mentioned in the project, achievement of the objectives pursued and had the finality of getting products mentioned in the application form as well as extraproducts that brought an extra value. Tasks already performed are:  Turkey: olympics, seminar on creativity and team-building in the didactic presentations in various electronic formats on the history of the Roman town of the partner schools, exploring the most important Roman ruins in the area.  Portugal : presentations on daily life during Roman era, a Roman city workshop for making virtual 3D film , themed tours and exploring historical traces dating from the Roman Empire, seminar and examples of good practice in training students in the 21st century skills.  Bulgaria: workshop on Roman religion, presentations of Roman deities, cross-curricular theme, seminar sustainability projects in other extracurricular activities and cross-curricula approach in teaching.  Spain: dramatization and staging of ancient tragedies (Antigone) in English in which the protagonists were students from all the partner countries, thematic seminar with Latin literature and its role in world literature.  Romania: workshop on Roman era toys, task scheduled for the following timeframe.  Italy: Roman specific games, thematic presentations appearance of Roman Empire thematic contest-game Roman Emperors album with the most legendary figures of the Roman Empire.  Croatia: workshop on Roman political system, presentations about expanding Roman Empire era, seminar on art in Macedonia, presentations of the decline and disappearance of the Roman Empire, Roman era fashion design workshops in Germany:  Germany -workshop on clay processing with specific techniques and Roman hairstyling; seminar on using the telephone in innovative approach and practicing teachers in the teaching / learning / assessment.  Romania: workshop on specific Roman culinary tradition, seminar on the link between English and Latin and the Dacian-Roman wars of conquest and the appearance of the Romanian people. There were not performed other activities financed from the budget management and implementation of those already set out in the implementation. |

Which monitoring activities have you carried out so far in order to assess the extent to which your project is reaching its objectives and producing its results? If relevant, how are you measuring the level of success of your project? Have you defined quantitative and qualitative indicators?What measures are being used to handle project risks (e.g. conflict resolution processes, etc.)?

The monitoring project on the proposed schedule, the stage of fulfillment and achievement of objectives stipulated products were made as it follows:

- on schedule mobility and schedules based on annual budget and acquisitions;

-applying satisfaction questionnaires after each mobility;

-applying questionnaires to assess the level of knowledge (about the EU, about the Roman remains of the existing area and nearby, the level of use of English), the level of motivation in learning the project started after one year of implementation, and in the end;

- monitoring visit conducted by the school inspector for educational projects in the ISJ Tulcea and preparation of an assessment report / monitoring concluded that the project is underway in accordance with the provisions made in the financing contract.

-Dissemination of results through the websites of the project and presentation in the transnational meeting (November 2015 November 2016) .

- preparation of check-list by each partner and their presentation in transnational meetings comprising activities, the degree of fulfillment of the objectives set out following the application of evaluation / satisfaction, the stage of obtaining the results and the products initially set in the project, ways of disseminating used so far until this point of implementation, ways to ensure the sustainability of the project

-realization of the SWOT ANALYSIS after 1 YEAR OF ongoing project (transnational meeting-Portugal- November 2016) identifying risks that may perturb the implementation according to the stipulated schedule: delaying granting the next part of 40% of the grant following the preparation of the interim report incorrectly or incompletely, some partners' disregard for the terms of fulfillment of tasks .

As qualitative and quantitative indicators of project the following were established:

-improving communication, socialization and life skills of beneficiaries;

-surpassing communication, cultural, ideological barrier among partner and reducing frustration connected with this aspect;

-Involvement of a large number of students, teachers, parents, community institutions in developing European projects;

-the use of technology and educational software by both teachers and students more frequently in the teaching process and having access to examples of good practice in teaching practices in Europe; -increasing pupils' motivation to get involved in organizing extracurricular activities that focus on non-formal learning and default in developing European projects;

-increasing the motivation of teachers to participate in exchanges and training experience in the international area;

-improving public image of the partner school institutions in the community;

-Involvement of non-teaching staff in the implementation and ongoing implicit institutional capacity of European projects in implementation .

In order to manage the project we agreed to adopt measures to avoid any risks. here are our solutions: permanent exchange of ideas, achievement regular checklist, mutual information on preparing the interim report , creating a parallel report in English and exchange examples between partners, ongoing consultation with national agencies Erasmus +, redistribution of tasks to other partners when the initial one is unable to achieve them and communicate in real-time any occurring problem .

Transnational Project Meetings

Please provide useful information the Transnational Project Meetings organised so far.

Please fill in the table bellow using one row for each Transnational Project Meeting described.

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| For each of the Transnational Project Meeting please mention: organisation date, place (city&country), participants /partner, topics covered and conclusions | Number of participants |
| The first transnational meeting took place between 23rd-27th November 2015 in Italy, Carovilli. The activity included several stages and organizational points and had as objectives: getting to know partners, presenting countries and partner schools, presenting the results of preliminary questionnairesaddressed to both pupil and teacher, setting organizational issues concerning activities in the next period (Turkey, Portugal).  The first objective was visiting the Roman ruins in the city of Rome and the next step was travelling to Carovilli, sightseeing the town and conducting activities provided in the schedule.  Within these main points each country offered a presentation of materials to the other schools, presenting their hometown and country-specific education systems;  - ideas of project mascot after winning a contest organized in every school the official mascot of the project was chosen by vote.;  -certain issues related to the budget received by each partner and the rules of using this grant were discussed;  -meetings with teachers and students, presentation of books, documents, school programs were organized;  - we decided to change the mobility period scheduled in Italy with that in Bulgaria due to the fact that during the initial scheduled the Italian school is supporting national assessments which made it impossible to organize the activity.  The transnational meeting had an important role in establishing collaborative relationships, knowledge, trust between partners and establishing a joint strategy as correct implementation of the project. This was the starting point in the project, solving possible problems in real time and appeared on the way in establishing a strong partnership between teachers and schools. | 2 |
| A second transnational meeting took place in Portugal, Lisbon, between 21st to 25th November 2016. The main aspects of the debate were:  -realization of a summary of the project by each partner during implemented period.  - Evaluate the state of fulfillment of objectives and creating the products proposed in the draft form;  -SWOT implemented -Analysis of the implemented period;  -proposing procedures for solving any problems that may arise during the future development of the project;  -roundtable debate on preparation of the interim report;  -examples of good practice in the implementation of projects in other partner schools and in developing extracurricular activities that highlight innovative practices and non-formal education.  In meetings each partner presented the situation in his school project implementation, achievements and problems encountered during the project, according to the checklist sent previously by coordinators. These were the starting points in the realization of the project SWOT analysis reported in the first period.  They discussed aspects related to the specific rules and laws of the countries concerning the implementation of projects such as Erasmus, finding many differences of approach, legislation and information transmitted to partners by national agencies.  Another issue was the lack of enforcement procedure common to all countries participating in the program resulting differences in terms of reporting periods, the form in which it draws up the interim report and thus the period for granting the next tranche of 40% of the grant. Following the discussions it was also found that some countries are already using the reporting form of Mobility Tools form while others do not, without being able to pinpoint the cause of this issue.  Most partners have already used the grant received in the first installment following that mobility programmed period and before receiving the next 40% therefore further expenses will be made from their own funds to comply with the Gantt chart of activities proposed in the project. This does not modify the plan implementation . | 2 |
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Intellectual Outputs

If you have included Intellectual Outputs in your project, please describe what you have achieved so far.

Please fill in the table bellow using one row for each Intellectual Output described.

Are these Intellectual Outputs being realised in line with the initial expectations and plans? If not, please describe why and what you will do to achieve your goals, using the Comments box bellow.

If relevant, please attach any supporting documents (work plans, charts, etc.) to illustrate in detail the progress made in the realisation of the Intellectual Outputs so far.

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| Code[[1]](#footnote-1) and title of the Intellectual output | Description of the intellectual output realisation status  (activities carried out and the total number of working days realised so far) | Intellectual output realisation calendar (initial period, according to the application) | Estimated date of finalisation |
|  | there were not funded. |  |  |
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| Comments: |

Multiplier Events

If you have organised Multiplier Events in your project, please identify and describe them, also making the connection with the relevant Intellectual Outputs mentioned above.

Please fill in the table bellow using one row for each Multiplier Event described.

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| For each Multiplier event please mention: the code, organisation date, place, the objectives and results achieved | Number of national participants | Number of international participants |
| not funded. |  |  |
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Learning/Teaching/Training Activities

If you have organised learning, teaching or training activities in your project, please describe in which phase are these activities.

Please fill in the table bellow using one row for each Learning/Teaching/Training activity described.

Are the activities in line with your plans? If not, please describe why in the Comments box bellow.

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| For each Learning/Teaching/Training activity please mention: the code and type of the activity, organisation date, place (city&country), aspects related to organisational planning, programme planning, participant selection, implementation, the objectives and results achieved | Number of participants per institution |
| The learning / teaching / training activities C1 and C2 - took place in Turkey, Tarsus and comprised two phases: the previous training and the development itself.  The first step consisted in preparing the application of preliminary mobility questionnaires checking the assessment of knowledge of both students and teachers about the culture, history, traditions of the host country. In this regard we also organized practical activities, the manufacturing of a Roman archaeological site made of various materials by the selected target group involving pupils and students and also by unselected students from our entire gymnasium (https://www.facebook.com/photo. php? fbid = 892684797466977 & set = g.327289567477886 & type = 1 & theater). Students who have benefited from this mobility prepared an electronic informative material about the history and etimology of Tulcea city's historic name.  A second phase of work consisted in the actual participation in the program proposed by the partner school in Turkey and had as main objectives:  -to develop communication skills in English  -improving the capacity of social / cultural knowledge  -learning about the history, geography and religion of the host country  -experimenting Turkish lifestyle together with families from the host country.  - Formation of team skills working in mixed teams of cultural, ideological program offered by the organizers which included a variety of activities with different organizational forms, with different themes, with cross-curricular approach consistent with the theme and objectives of the project.  These were the following:  - activities of playful type of knowledge, knowing each other and socializing;  -visiting the Roman remains in the area (the Gate of Cleopatra, the ancient Roman road, the Fountain St. Paul Temple, Theatres; -official meeting with the local authorities (the General Inspector of Education in the area of Tarsus)  -Free specific Olympic ceremony started with the Roman period and concluded with Dipomas and prizes for both students and teachers;  -handicrafts concluded with the realization of specific products: Roman town layout made up following the models of the Roman remains brought from each partner country called Urbem Amicitia and the Erasmus tree made from colored prints of palms of all participants. These products are exposed currently in the organizing school.  -theme trip : a) visiting Mersin- in the area of the Mediteranean Sea, so rich in historical traces of the Roman Empire with visiting mosques, caves, places famous in legends with religious themes related in the roots of Christianity.  b) sightseeing Cappadocia where students visited the famous underground city, they explored the volcanic sites, learned about Turkish art and saw pottery demonstrations witnessed processing onyx from which the specific decorative items and jewelry are made.  - Interactive viewing of a show of traditional music and dance -enabled official closing mobility involving all teachers and students in the organizing school (https://prezi.com/xdqwj\_\_fcy1y/following-the-footprints-of-the-emperors- turkey-january-2016 /).  After evaluating the mobility through satisfaction questionnaires applied to all participating students and teachers we concluded that the activity has reached its objectives and expected results were obtained. |  |
| The learning / teaching / training activity C3 and C4 was held in Portugal, Lisbon Escola Profissional of Hotelaria e Turismo. The objectives were:  -to identify the conjuncture and historical events from the Roman era that influenced European history.  -To promote intercultural dialogue between partners and institutions belonging to different education systems.  -the development of communication skills and relationship between students and teachers from different countries and cultures.  -To promote examples of good practice in the 21st century skills training among students  The activity took two stages of development:  1. the preliminary stage of mobility in each country held an activity at school with 21st century skills training as a major objective among students and focused specifically on four key skills: communication, creativity, cooperation and critical thinking. Romania has organized several practical activities type workshop which tackled several curricular areas: language and communication, arts, ITC and which have completed the obtaining of various products (painting on shells, Romanian point stitching, leather clothing accessories, small-Romanian dictionary English-Latin themed film - traditional Romanian dance evolution, a small replica of Brancusi's Endless Column from recyclable materials.). Some of the products were offered to partners as an evidence of the active involvement of students in the project.  2. the involvment in the mobility which was conducted over several days after a program proposed by the organizers. The program was prepared in accordance with assigned duties in the implementation plan of the project and aimed at achieving the objectives set. Daily mobility activities included a series of different types and forms of organization:  -presenting examples of good practice in 21 st century skills training in the seminar on the 4 key skills (The 4Cs) and some features about education in Portugal.  -workshop- creating a virtual 3D Roman city (Cesaria) using a specific educational software  -informal presentation of the main Roman ruins in Portugal in an electronic material and a mini tourist guide produced by students from the host school.  -visiting Lisbon's historic center with the following objectives: the Roman Theatre Museum, St. George Castle, the History Museum, the Archaeological Museum (Luisitana Romanian)  - theme trip and exploring the Roman ruins of Conimbriga and a guided tour conducted by partner school students who have the same specialization;  - informative meetings and team-building with the purpose of evaluating teachers mobility and establishing organizational aspects of the following activities.  According to the feed-back received by the satisfaction questionnaires applied on recipients, the work was fulfilled, its objectives were achieved as well as the products mentioned in the project. |  |
| The C9 and C10 activities took place in Bulgaria, Hristo Botev School of Kocherinovo town from 5th -11th June 2016.  The main objectives of the activity were:  -attaining knowledge about the history of the Roman era and its influence on European history ;  -attaining knowledge about the influence of Roman religion and Christianity and other current religions ;  -learning about the culture, traditions, religion, geography and history of Bulgaria;  -promoting intercultural dialogue, tolerance and openness to multinational educational partnerships;  -developing the ability to communicate in English and collaborative team work; Formation and development of life skills in specific contexts, outside the institutional framework of the school;  -promoting innovative approaches in formal education as modern pedagogical practices.  The 2 stages of development of this activity were:  1. Preliminary mobility stage training which consisted of organizing informational activities, training and guidance to students selected for this theme of Roman religion and commonalities between Roman and polytheistic faith of nowadays Orthodox Christian faith. This activity concluded in ppt presentations about the Roman deities and the footsteps of politeist religion in the present Orthodox faith .  2. The second stage consisted in participating in activities performed by a mobility plan set by the organizers. The activities in the program were aimed primarily to objectives and activities mentioned in the project.  These were:  -presenting the school and partners in an official welcoming ceremony organized in the traditional Bulgarian style by students and teachers;  -sightseeing the town, learning about geographical aspects, economics and living conditions in the meeting with local officials and organized trips;  -informative meetings between the host school and the teachers in partner schools;  -presenting informative ppt materials about the Roman religion by students in each partner country;  -workshop- portraits of Roman deities (flashcards);  -Guided theme trips to the most important sights, historic and religious of the National Museum of History, Rilla Monastery, Thracian archaeological site at Tsala Mali Grad, the Roman Theatre in Plovdiv, Sofia Cathedral;  -exploring the latest Roman ruins discovered in Sofia;  - participating in a seminar on cross-curricular themes debating the sustainability of projects by organizing other nonformal educational activities and the cross-curricular approach in the teaching process, part of innovative pedagogies;  -visiting a traditional Bulgarian household and getting aquainted with the lifestyle, culture, music, cuisine, customs of everyday life of the Bulgarian people.  At the end of the activity the satisfaction questionnaires concluded that the activity had the purpose of achieving goals and getting results of the project in accordance with the proposals contained in the project. |  |
| the C7-C8 activity took place in Spain, in the town of Burgos, at Virgen de la Rosa Collegio, from 25th September 2016 to October 1st. .  The major objectives of mobility were the following:  -improving the level of English language used both by pupils and teachers ;  -enriching general knowledge about the Roman influence in ancient history and not only on Spain;  -development socializing skills, teamwork, life skills through practical activities involving students and teachers from different countries and educational systems;  -gettinq aquianted with traditions, culture and the history of Spain;  -developping life skills by experimenting with actual learning situations;  - promoting and supporting non-formal education as a modern form of approach to learning.  The activity was carried out according to a schedule set by the project team and partner school which included a number of different activities as well as thematic forms:  - the welcoming ceremony, the presentation of the school and the teaching team;  -presentation of local legends related to the history of the Roman Empire prepared in advance by students from all participating countries;  -Seminar on the theme: Latin Literature and its role in world literature;  -Guided theme trips to sites where there are important Roman remains  -staging the ancient tragedy Antigone by students in the Roman theater ruins at Clune;  -exploring historical sites in the Atapuerca archaeological site followed by a visit to the Human Evolution Museum of Burgos;  -experimenting Spanish culinary tradition ia a rural area;  -Sightseeing Burgos -Tour on bicycles;  - socializing and learning.  The program has complied mobility topics, objectives and activities mentioned in the project plan. Following feed-back satisfaction questionnaires obtained after application and evaluation we appreciate that work has led to higher achievement goals. |  |
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| Comments: |

Dissemination and Use of Projects' Results

Which activities have you put in put in order to disseminate project results in the future?

If your project has already achieved some of the expected results, have you started disseminating these results? If so, in what way?

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| Dissemination and exploitation of results is set out in the partnership since the project preparation phase according to the partnership strategy. Activities organized to disseminate the project were:  -presentation of the project after each mobility at the teachers councils in all the partner schools, in methodological meetings at county level  -Display of visible results and the products obtained in the project;  -students' presentations of activities they have been involved in, in front of their collegues.;  -presentations within lectorates and meetings with parents at school level;  -articles in local and international media: newspapers (all partners), online media (Turkey, Romania, Italy, Macedonia, Spain), TV (Italy), radio (Bulgaria);  -publishing materials developed under the project on online sites (youtube, facebook, etwinning); -  -Use the project as an example of good practice in information meetings / training of those responsible for projects organized by ISJ Tulcea county schools;  -presentation of all mobilities carried out during a year of implementation, by the students beneficiaries during a meeting with students, parents, teachers, parents, representatives of CSI, Museum of History and Archaeology, the Parents Association 'Benefits', and other local institutions;  -the next period dissemination will be conducted following the same strategy and using all forms and channels already used, following the aims of the project as well as new ones which have appeared as we can mention:  -participation at National contest Made for Europe, organized by the Ministry of Education;  -participation to seminars to disseminate European projects organized by the Teacher Training, Tulcea. In view of the widest possible dissemination, the project team plans to use other ways and pathways during the development. During already implemented strategies results and products specified in the project were obtained, some others were added in time, in order to bring further value. Promoting was done as it folows:  -flyers and cards;  -the project mascot;  -information and promotion boards;  -various theme presentations in electronic format obtained through various educational softwares; - Roman toys (dolls made of wooden spoons, wooden swords and cardboard, clay figurines, balls of rags), paintings on shells, doilies traditional clay minimascote;  -roll-up, banner  -project web site;  -layouts of Roman fortresses made by the participating countries  - Erasmus tree ;  -THE Roman town layout -Urbem Amicitia  - theatre -the ancient tragedy Antigone into a film;  -film collage: the evolution of Romanian traditional dance  -flashcard of Roman gods;  -virtual 3D Roman town -Cesaria .  All these results were presented, promoted on the websites of the project and also in the dissemination activities organized so far. |

Other useful information

If relevant, please provide any other relevant information deemed necessary to give a comprehensive overview of the current implementation of the project.

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| The project was the starting point in planning and organizing school activities within the yearly non-formal week "Knowing More, Getting Better" that was held as an internal project called "Following the footsteps of our ancestors", which involved all students, teachers and a large number of parents. Plenty of materials produced by students in the Erasmus project were used in the activities. This approach was initiated to give sustainability to the project.  In the project implementation nonprofit institutions were involved as well.(Foundation House Burgos- Spain) which supported some activities organized during mobility in Spain.  Our school has as a collaborative partner the Tulcea County Council in order to assist the organization of project activities. |

Budget

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| Financial statement on the EU grant | |
|  | Total amount |
| Grant awarded from the Erasmus+ Programme (as in your Grant Agreement) | 33675 |
| 1st Pre-financing payment: grant already received from the Erasmus+ Programme | 13470 |
| EU grant already used up (according to the grant agreement, art.I.4.2) | 13470 |
| 2ndpre-financing payment claimed by the beneficiary to the National Agency  (please fill in only if the EU grant used up is at least 70% of 1st pre-financing payment) | 13470 |

Checklist

Before submitting your report form to the National Agency, please check that:

* All parts of the interim report that are relevant to your project are filled-in
* The report is signed *[if the NA accepts the report by email, the section "Beneficiary Signature" should be signed, scanned by the beneficiary and attached to the email together with the report]*
* If, in the context of this interim report, you are also forwarding a request for budget amendment, please attach the Budget Amendment Request template, accordingly filled-in.

Beneficiary Signature

I, the undersigned, certify that the information contained in this interim report formis accurate and in accordance with the facts.

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| Place: TULCEA Date (dd-mm-yyyy):  Name of the beneficiaryorganisation: ION LUCA CARAGIALE ELEMENTARY SCOHOOL /SCOALA GIMNAZIALA ION LUCA CARAGIALE  Name of legal representative: MURARIU LUMINITA NICOLETA  Signature:  National ID number of the signing person (if requested by the National Agency):  Stamp of the beneficiaryorganisation (if applicable): |

1. The code of each Intellectual output is mentioned in Annex I of your Grant Agreement (eg. O1, O2, etc.) [↑](#footnote-ref-1)