Erasmus+

IES Puig De Sa Font

- Erasmus+
- Servicio Español para la Internacionalización de la Educación (SEPIE)
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- School Exchange Partnerships
- Call 2019
- Round 1
- Grant Agreement Number 2019-1-ES01-KA229-064191_1
- Report Type Final
- Date of submission - Beneficiary Report not yet submitted

Ana Belén Merino Hernández
Name of legal representative

Main content:	Report Form
Number of attachments:	0

1. General Information

1.1. Final Report for School Exchange Partnerships

Reporting process for School Exchange Partnerships follows a specific procedure because each school in the partnership is issued its own Grant Agreement with the National Agency in their country.

At the same time, even though each school has its own Grant Agreement, the joint project is based on a common application. Therefore, to assess the results of the project and make the final payments to the involved schools, the National Agencies need information about the entire project. For this reason, the reporting for School Exchange Partnerships is organised in three steps that lead to creation of a joint partnership report.

Step 1: Coordinator's report

You, as the coordinator of the partnership, must complete this 'partnership report' and make sure that all activities have been included in Mobility Tool+ (even if your school has not directly taken part in each activity). The information you encode in Mobility Tool+ is always visible to your partner, but they are not able to change it.

Step 2: Getting the report ready for submission

Once you have completed the partnership report, you will be able to indicate that you are 'ready for submission'. Your partner schools should then finalise their own parts of the report. Their work consists of defining the details of their own budget, including the groups of participants they have sent to the project activities. Once they have finished, they must indicate that they are also 'ready for submission'.

Your partners can also ask you to make changes to the report and you will be able to do so, but afterwards all the partner schools must agree to the new version before it can be submitted.

Note that the partner schools may start filling in their report before you have finalised your own, however they can only complete it by marking it as 'ready for submission' after you have finished with your part.

These rules ensure that your partners see the final version of your report before they agree with it. This is particularly important because they can only request budget for Learning, Teaching and Training Activities that you have listed in Mobility Tool+.

Only when all schools in the partnership are ready, you may proceed to the next step.

Step 3: Submitting the joint partnership report

Once all partner schools have declared that they are ready, you will be able to submit the complete partnership report to your National Agency. The National Agencies handling the Grant Agreements with your partner schools will receive the reports of your partner schools at the same time.

Important notes

It is very important to understand that the partnership must work together to submit the joint report. The National Agencies of partner schools are not going to be able to make payments before the joint partnership report has been submitted and evaluated by the coordinating National Agency.

A part of your role as the coordinator of the partnership to make sure you provide the information in your report on time and that you organise the rest of the partners so that the joint report is submitted on time. The 'Partnership Dashboard' available in Mobility Tool+ can help you with these coordination tasks.

1.2. Report Form Structure

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

- General Information
- Context: this section resumes some general information about your project;
- Project Identification
- Project Summary: this section summarises your project and the organisations involved as partners;
- Project Description

- Project Management
- Learning, Teaching and Training Activities
- Timetable
- Follow-up
- Budget (coordinator school)
- Annexes: additional documents that are mandatory for the completion of the report;

2. 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	School Exchange Partnerships
Main Objective of the project	Exchange of Good Practices
Call	2019
Round	Round 1
Report Type	Final
Language used to fill in the form	EN

3. Project Identification

Grant Agreement Number	2019-1-ES01-KA229-064191_1
Project Title	Evoking Notions Via Inclusive Sharing to Inspire Next Generation
Project Acronym	ENVISING
Project Start Date (dd-mm-yyyy)	01/09/2019
Project End Date (dd-mm-yyyy)	31/08/2022
Project Total Duration (months)	36
Coordinator Organisation Legal Name:	IES Puig De Sa Font
National Agency	Servicio Español para la Internacionalización de la Educación (SEPIE)

4. Project Summary

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

If applicable, project summary at application time in English:

Today, people are facing new challenging environmental issues most of which are due to harmful effects of careless human activities on the social and physical environment. The EU is taking active measures to counter this in terms of social environment by helping the most vulnerable people in society by promoting equity and inclusion; and in terms of physical environment through a well established policy of protection. We, 6 partner schools from Spain, Romania, Turkey, France, Sweden and Italy have common environmental problems.We have conveyed a survey among and in accordance with the needs analysis we have decided to apply for this strategic partnership. Our Envising project brings the terms Environment and Advertising together to develop awareness on the social-physical environment problems via creating an inclusive mobile APP for free use of anyone; on which advertisement-like short videos and pictures- will be shared to evoke critical thinking-based notions, and via shooting a final advertisement to attract everyone's attention on the ongoing relevant problems. Objectives: 1.To raise environmental awareness in our local communities and in the wider public; by offering transnational learning experiences in an open education with innovative ICT-based practices in order to develop critical thinking on the ongoing social and environmental issues; and by creating a free mobile app and publicating relevant digital content on to step forward against common problems with a joint commitment of young people in an effort towards changing careless mental and behavioral patterns. 2.To better understand the social environment problems we face with at our schools as discrimination, segregation, racism, bullying and violence; and to find solutions to fight against.. 3.To identify the main physical environment categories/problems as Chemicals, Waste management, Water quality, Climate change, Noise; and thus find solutions to improve the quality of our life. 4.To develop digital learning materials/tools (testing and implementation of innovative practices) in the education we provide; to support the effective use of digital technologies and to teach how to analyze the elements of an advertisement in order to develop the potential to be entrepreneurs in the digital era we are in. 5.To enhance the access, participation and learning performance of our disadvantaged learners and reduce disparities in learning outcomes through involving them in all stages of the project. 6.To strengthen the international dimension of our schools, to build up our capacity for cross-border cooperation and the ability to cope with socio-physical challenges. Activities: -LTT activities in which the participants will have a transnational opportunity to observe the effect of environmental problems on our earth physically and on our lives socially. -We will develop an e-learning App 'Envising' on which anyone can share digital materials like photos, videos, short movies etc in order to increase awareness of social and physical environment issues worldwidely. -Each partner will organize activities on stages of how to create an advertisement, we will shoot one focusing on environmental issues; thanks to which we aim to reach a lot of people through social media channels and press. Participants: -The design of the mobilities and the nature of our dissemination tools-channels will ensure that the majority of the school communities will be actively involved in and as many people as possible will get benefit from the project directly/indirectly. We will involve lots of our disadvantaged students in all the stages of the project. Methodology: A realistic/feasible methodology based on CRITICAL THINKING and ICT will be followed to promote entrepreneurship, social equity and environmental awareness Results: -Envising App -An Advertisement -A Twinspace -A Website -A Logo -2 Calendars -Posters -Workshops -PPTs -Tutorials Impact: Students will, •develop awareness regarding of the importance of SOCIAL/ PHYSICAL ENVIRONMENT and get familiar with the elements of ADVERTISING •become more active and determined by developing CRITICAL THINKING; and making use of the ENVISING App via sharing pictures/videos •raise awareness and understanding of social and cultural diversity to tackle social environment problems via communication-cooperation and crosscountry teamwork •acquire social, civic and intercultural competences necessary for their personal development. Teachers will, •learn innovative ICT teaching methods, exchange ideas and teaching practices Schools will, •strengthen internationalisation through integrating the outcomes into our curricula. Envising will be a project cycle to cover all the environmental problems in 3 subsequent complementary steps to sustain social integration and mental awareness with vital contribution of many countries.A cleaner physical area; and a friendlier social environment will be the long-term benefit of this project.

Please provide an updated version of your project's summary based on how the project has been implemented.

Please use full sentences, be concise and clear. The summary should reflect key information from the whole report form, including in particular the following elements: context of the project; project's objectives; the activities that have taken place; project's results and its expected longer-term benefits.

Please be aware that this section, or parts of it, may be used by the European Commission, Executive Agency or National Agencies in their publications and other communication. The project summary will also be published in the Erasmus+ Project Results Platform.

Our Envising project brings the terms anvironment and advertising together to develop awareness on the social-physical environment problems via creating an inclusive mobile APP for free use of anyone; on which short videos and pictures- will be shared to evoke critical thinking-based notions, and via shooting a advertisement to attract everyone's attention on the ongoing relevant problems.
We, the 6 partner schools from Spain, Romania, Turkey, France, Sweden and Italy had common environmental problems based on the needs analysis we had at the planning stage of the project.

Objectives were:
-To raise environmental awareness in our local communities and in the wider public; by offering transnational learning experiences in an open education with innovative ICT-based practices in order to develop critical thinking on the ongoing social and environmental issues; and by creating a free mobile app and publicating relevant digital content on to step forward against common problems with a joint commitment of young people in an effort towards changing careless mental and behavioral patterns.
-To better understand the social environment problems we face with at our schools as discrimination, segregation, racism, bullying and violence; and to find solutions to fight against..
-To identify the main physical environment categories/problems as Chemicals, Waste management, Water quality, Climate change, Noise; and thus find solutions to improve the quality of our life.
-To develop digital learning materials/tools (testing and implementation of innovative practices) in the education we provide; to support the effective use of digital technologies and to teach how to analyze the elements of an advertisement in order to develop the potential to be entrepreneurs in the digital era we are in.
-To enhance the access, participation and learning performance of our disadvantaged learners and reduce disparities in learning outcomes through involving them in all stages of the project.
6.To strengthen the international dimension of our schools, to build up our capacity for cross-border cooperation and the ability to cope with socio-physical challenges.

Activities carried out:
-The LTT activities in which the participants had a transnational opportunity and observed the effect of environmental problems on our earth physically and on our lives socially. We managed to have successful physical participation of 99 students (21 virtual) and 71 teachers (7 virtual) into the mobilities.
-We developed an e-learning App named 'Envising' on which anyone registered can share digital materials like photos, videos, short movies etc in order to increase awareness of social and physical environment issues worldwidely.
-Each partner organized activities on the stages of how to create an advertisement, we shot an advertising thanks to which we aim to reach a lot of people through social media channels and press.

Participants:
-The design of the mobilities and the nature of our dissemination tools-channels ensured that the majority of the school communities were actively involved in and as many people as possible got benefit from the project directly/indirectly. We involved many of our disadvantaged students in all the stages of the project.

Methodology:
A realistic/feasible methodology based on CRITICAL THINKING and ICT was followed to promote entrepreneurship, social equity and environmental awareness.

The Results:
-Successful physical participation of 99 students (21 virtual) and 71 teachers (7 virtual) into the mobilities.
-Envising App
https://play.google.com/store/apps/details?id=com.mobiloby.envisingproject&hl=en&gl=US
https://apps.apple.com/tr/app/envising/id1514445600?l=en

-An Advertisement
-A Twinspace
https://twinspace.etwinning.net/98662/home
-A Website
http://envising.eu
-A Logo
-2 Calendars
-Posters
-Workshops
-PPTs
-Tutorials

Impact:
Students have,
•developed awareness regarding of the importance of SOCIAL/ PHYSICAL ENVIRONMENT and got familiar with the elements of ADVERTISING
•become more active and determined by developing CRITICAL THINKING; and making use of the ENVISING App via sharing pictures/videos
•raised awareness and understanding of social and cultural diversity thanks to the good communication-cooperation and crosscountry teamwork
•acquired social, civic and intercultural competences necessary for their personal development.

Teachers have,
•learned innovative ICT teaching methods, exchanged ideas and teaching practices

Schools have,
•strengthened internationalisation through integrating the outcomes into our curricula.

The project got 2 prizes in Romania;
1- MADE FOR EUROPE, LOCAL PHASE, FIRST PRIZE for the project. 2- MADE FOR EUROPE, NATIONAL PHASE, FIRST PRIZE for the main product of the project.

Envising is a project cycle to cover all the environmental problems in 3 subsequent complementary steps to sustain social integration and mental awareness with vital contribution of many. countries. A cleaner physical area; and a friendlier social environment will be the long-term benefit of this project.

4.1. Summary of participating organisations

Role of the Organisation	OID of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Included in joint partnership report
Beneficiary	E10117560	IES Puig De Sa Font	Spain	School/Institute/Educational centre – Vocational Training (secondary level)	Y
Partner	E10066495	COLLEGE HONORE D'URFE	France	School/Institute/Educational centre – General education (secondary level)	Y

Partner	E10079615	Istituto Comprensivo Statale "San Giovanni Bosco"	Italy	School/Institute/Educational centre – General education (secondary level)	Y
Partner	E10070485	Colegiul National de Informatica Matei Basarab	Romania	School/Institute/Educational centre – General education (secondary level)	Y
Partner	E10193926	Hedda Wisingskolan	Sweden	School/Institute/Educational centre – General education (secondary level)	Y
Partner	E10117455	Hüseyin Ak Ortaokulu	Turkey	School/Institute/Educational centre – General education (secondary level)	Y

Total number of participating organisations	6

5. Project Description

You have defined the following project priorities and topics at application stage:

Most relevant priority addressed by the project:

HORIZONTAL: Open education and innovative practices in a digital era

Other priorities addressed by the project: (Multiple selection possible)

- SCHOOL EDUCATION: Building capacity for organisation and recognition of learning periods abroad
- HORIZONTAL: Social inclusion

Topics addressed by the project: (Multiple selection possible)

- Environment and climate change
- ICT - new technologies - digital competences
- Inclusion - equity

Did the project priorities change during the implementation of the project?
No
Did the project topics change during the implementation of the project?
No
What were your project's main achievements and results?

MAIN OBJECTIVE WAS:
1.To raise environmental awareness in our local communities and in the wider public; by offering transnational learning experiences in an open education with innovative ICT-based practices in order to develop critical thinking on the ongoing social and environmental issues; and by creating a free mobile app and publicating relevant digital content on to step forward against common problems with a joint commitment of young people in an effort towards changing careless mental and behavioral patterns. The project activities helped teenagers to acquire new competences necessary for their personal and professional development.
SPECIFIC OBJECTIVES WERE:
2.To better understand the social environment problems we face with at our schools as discrimination, segregation, racism, bullying and violence; and to find solutions to fight against. Through the carried out activities, the students identified and analyzed the problems that produce social instability and reduce quality of their education life. Thus, we have contributed to social inclusion which is essentiel in the European society.
3.To identify the main physical environment categories/problems as Chemicals, Waste management, Water quality, Climate change, Noise; and thus find solutions to improve the quality of our life. The project has evoked awareness of the participants about the environmental issues and motivated them in not to leave the school area in a mess and in finding solutions to promote a new lifestyle based on the protection of our environment.
4.To develop digital learning materials/tools (testing and implementation of innovative practices) in the education we provide; to support the effective use of digital technologies and to teach how to analyze the elements of an advertisement in order to develop the potential to be entrepreneurs in the digital era we are in. By contributing to the creation of our main product, the Envising app, and by designing an advertisement, our students made a different use of their ICT skills improving their entrepreneurial dimension that has been a good example of how they can use ICT to start a business. It has been an opportunity for them to observe how digital tools can be used to motivate anyone.
5.To enhance the access, participation and learning performance of our disadvantaged learners and reduce disparities in learning outcomes through involving them in all stages of the project.
6.To strengthen the international dimension of our schools, to build up our capacity for cross-border cooperation and the ability to cope with socio-physical challenges. We learnt from one another by exchanging good practices in tacklying with our common problems, and in widening our vision in educating the people of next generation to have the qualities required by labour markets.

RESULTS:
-Successful physical participation of 99 students (21 virtual) and 71 teachers (7 virtual) into the mobilities.

-Envising App
https://play.google.com/store/apps/details?id=com.mobiloby.envisingproject&hl=en&gl=US
https://apps.apple.com/tr/app/envising/id1514445600?l=en
-An Advertisement
-A Twinspace
https://twinspace.etwinning.net/98662/home
-A Website
http://envising.eu
-A Logo
-2 Calendars

-Posters
-Workshops
-PPTs
-Tutorials
The project got 2 prizes in Romania;
1- MADE FOR EUROPE, LOCAL PHASE, FIRST PRIZE for the project. 2- MADE FOR EUROPE, NATIONAL PHASE, FIRST PRIZE for the main product of the project.

Please explain to what extent the project results correspond to what was planned at the application stage and describe how they are linked to the project priorities.

The results of the project corresponds to the initially planned ones.
-The main result of the project is the Envising app on which photos, videos, short movies etc. have been shared in order to increase the awareness of social and physical environment issues worldwidely. Creation of the app attracted the attention of young people on keeping the enviroment clean and on reacting against regarding issues all together. It includes categories for each environmental issues we worked on, and only relevant visuals can be shared on by registered users thanks to content filters set. Through developing the app, the teenagers involved in have been encouraged to be entrepreneur in mobile programming which led them to support effective use of ICT and contributes to the open innovative education.
-The other main concrete result of the project was the involvement 99 students (21 virtual) and 71 teachers (7 virtual) into the mobilities hosted by each partner school. Thanks to these transnational meetings the participants were provided with international learning experience in different LTT activities about physical and social environment problems, and advertising.
-The activities about advertisement, the sharings on the app, the workshops and the teamwork on different activities about the target social problems created a synergy among the involved participants to overcome Discrimination, Segregation, Racism, Bullying and Violence.
-The environmental awareness regarding Chemicals, Waste management, Water quality, Climate change, Noise was raised thanks to the creation of the corresponding modules of the App. During the mobilities, paticipants were taken to places where they could observe target environment problems at first hand; and shared regarding pictures/videos on the app.
-Each partner organized activities on stages of how to create an advertisement. We created a advertising that focused on environmental issues thanks to which we aimed to reach a lot of people.The participants have improved their social abilities like communication, preparing a presentation, public speaking and designing of visuals; and they can transform the knowledge they gain into many labour sectors in their future life.
-We involved lots of our disadvantaged students in all the stages of the project which reinforced social cohesion, promoted inclusive education and helped them develop entrepreneurial skills as much as everyone else.
-We have strengthen the internationalisation in our schools thanks to the integration of the outcomes into our curricula. The teachers collaborated closely and guided/supervised the students, engaged them fully in the activities which has strengthened the quality of their teaching profession. They have developed interaction especially in LTTs, in exchange of experience/good practice/workshops/know-how sessions.
We have also stimulated the cooperation between regional authorities in promoting environmental awareness, development of education, training and youth systems and their integration in actions of local-regional-national development.

5.1. Participants

Please briefly describe who took part in the project:

- Who were the different groups of participants taking part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.)? Please also include information on local participants (those who participated in project activities, but did not travel as part of the project).
- How did these groups participate in project activities?
- If pupils were involved in the project, please specify their age groups.

We tried to involve as many people as possible in the project. The design and the nature of the authentic LTT activities ensured that the majority of the school communities joined in the project activities directly or indirectly involved. Inspite of the challenges of the Covid 19 pandemic, we managed to have uccessful physical participation of 99 students (21 virtual) and 71 teachers (7 virtual) into the mobilities.
Our pupils were aged between 13-18 and they were the main target group. The high-school group of pupils were actively involved in the creation of the app due to their advanced ICT skills. The secondary school group also took part

in the use of the app, the creation of the modules with the help of their teachers and the main LTT activities.

All the partner schools had Erasmus+ teams including staff and students who planned, prepared, created modules, tested/implemented, monitored, evaluated, led, developed and disseminated the project at all levels, and collaborated across the partnership of schools.

All the communities of the partner schools were invited to download the Envising application on their mobile devices, make use of it and promote it among their friends.

During each transnational meeting, there were public events/arragements/products like fairs, mini seminars, publications, brochures, souvenirs with project logo, calendars thanks to which we involved more local people in the project activities indirectly. Besides, we got into contact with a lot of native people which promoted the results of our project widely.

Educators had the chance to discuss ideas and methods in science that are already in place at the schools as well as the new ones gained from the project. They gained a better understanding of the relationships among schools and outside business partners, and have included these newly gained experiences into their curricula.

Local private and public bodies, environment based facilities, media agencies, language courses and job centers were included in the project which created and strengthened relationships with local business communities. Especially people of ICT Sector or social media entrepreneurs were invited to monitor and evaluate our LTT activities. Local vocational schools were included to share knowledge among sectors.

All Environment Supporters have been the target of our project in means of making use of the Envising app as a relevant communication facilitator to share their ideas, comments, pictures, videos throughout the whole world.

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

How many participants would fall into this category?

157

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

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

How did you support these participants during the project activities?

One of our main priority was that all of our students, no matter if they had any disadvantages, would have equal opportunities throughout the project. The carried out activity about 'social inclusion-social capital among young people' was an indication of how an importance issue it was for us.

Precautions we took for active involvement of our students with fewer opportunities:

-When we travelled, we ensured that flight and accommodation was adapted for the participants with fewer opportunities.

-We adapted our meetings to everyone's needs in means of transportation, physical arrangements for appropriate mobility of impaired students and mental support for the mentally impaired ones.

-We prepared socially comfortable environment for our socio-culturally disadvantaged students like migrants or newly arrived refugees.

-Each of our students with fewer opportunities was under responsibility of a teacher

-Economic support was given to our students with economic obstacle in terms of food, transportation, accommodation, travel and personal needs

-The counsellors of each participating school did mental coaching to the students with educational difficulties and they arranged tutorials for their full engagement in.

-They were fully engaged in every aspect of the project activities in means of planning, implementation, evaluation and dissemination.

6. Project Management

Please describe the contributions, tasks and responsibilities of each involved school. If the project involved schools that have never been involved in a Strategic Partnership before, please explain how the other partners supported them during the project.

-SPAIN (the COORDINATOR) led the creation of the Envising app, created the MAIN BUILD of the app, hosting the 1st meeting and organized the LTT activities themed Social-Physical Environment. We also organized authentic LTT activities on Advertising and Critical thinking, coordinated the logo competition and created the digital version of the winner logo.
-ROMANIA created the WATER MODULE of the app, organized the 2nd project meeting themed Waste, organized authentic LTT activities on Laddering and Racism, and established the project website.The project got 2 prizes in Romania.
-SWEDEN created the CLIMATE MODULE of the App, organized the 3rd project meeting themed Climate, organized authentic LTT activities on Call to Action and Segregation/ Discrimination, and shot the final advertising.
-ITALY created CHEMICALS MODULE of the app, organized the 4th project meeting themed Chemicals, organized authentic LTT activities on Audio-Visuals and Bullying/Violence, and created e-Twinning project desktop.
-FRANCE the created WASTE MODULE of the app, organized the 5th project meeting themed Waste, organized authentic LTT activities on Target Audience and Diversity, arranged a workshop about innovative ICT teaching methods and PBL, and designied calendars for 2020 and 2021.
-TURKEY created the NOISE MODULE of the app, organized the last project meeting themed Noise, organized authentic LTT activities on Length and Media Literacy and created social media accounts.

Sweden was a newcomer in Erasmus programme and because of this we had initially decided to hold the last mobility there in Sweden. However, they had a great contribution to the first 2 mobilities and then they wanted to host the 3rd mobility. All the partners supported them in all stages of the project in terms of sharing samples of the documents about hosting a mobility, preparatory arrangements, implementation and dissemination techniques etc.

How did you ensure sound management of the project and good cooperation and communication between partners during its implementation?

Management-Cooperation-Communication:
-We set a project management plan in the first meeting in Spain in which project timemable, deadlines, risk management, time management-budget management, dissemination plan, preparatory arrangements, staff change replacements
-Due to the fact that none of the participants d sufficient coding knowledge to create a mobile Android or IOS app, we had to buy service from field-expert Developers. who had given the best offer. A contract was signed with them about features of the app, responsibilities, payment procedure etc
-Each partner school put someone in charge of filtering irrelevant and inappropriate sharing attempts on the App.
-There has been an effective cooperation and constant communication among the partners which is still effective.
-Documenting and e-mailing have been the officials way of communication among the partnerts.
-Regular contact via e-mails, social media channels, online Twinspace meetings made sure that everyone sticked to the plans, activities were undertaken on time.
-A contact list including e-mail addresses, telephone numbers etc. of project participants was distributed among the partner before ecah mobility.
-Communication details of the host-guest students will be shared among each other before each meeting.
-Our website and twinspace works as long life communication tools.

Please describe the main challenges or difficulties your partnership has encountered during the implementation of the project. How did you and your partners handle them?

Due to the Covid 19 pandemic we had to postpone 2 mobilities and had online involvement of the Italian participants into the mobility held in Romania. We rescheduled the mobilities through some replacements in accordance with the pandemic restrictions set in the involved countries.
The postponement of two mobilities caused of some budget loss for some partner but those expenses were taken eligible by the regarding NAs as a Force Majeure case. Dispite of the difficulties and challenges we faced with, we all manged to involve more participants into the mobilities than the initially funded number.

If you have used eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project, please describe how.

e-Twinning (European School Education Platform)
-We previously got into contact with each other through eTwinning Live forums via searching partners to take part in the Envising during the preparation stage of the project.
-We created an eTwinning partnership at the beginning of the project and it has been used actively for the implementation, follow up and dissemination stages of the project. Italy was in charge of establishing it and updating its content.
-We shared digital materials like pictures, videos, docs regarding the activities carried on.
-We also evaluated of the carried out activities through sending Pols to participants on our Twinspace, which served as a virtual exhange of assesing physical ones.
-The e-Twinning has been serving as one of our primary platforms for the dissemination stage of the project.
-We will continue updating our twinspace because of the fact that we aim to apply for subsequent complementary projects as Envising 2 and Envising 3.

School Education Gateway (SEG) / (European School Education Platform)
-We had made use of the SEG in partner-finding. Thanks to the portal we had received a great demand to be a partner of the project soon after we created a Strategic Partnership Request tag on it.

Erasmus+ Project Results Platform (EPEP)
- The results of our projects are to be shared on this platform.

7. Learning, Teaching and Training Activities

Please describe the practical arrangements for the Learning, Teaching and Training activities that have been implemented as part of the project. How did you select, prepare and support the participants, and how did you ensure their safety?

At the beginning We introduced the project and handed out forms to make it known and accessible by all the member of our communities in a fair transparent way.
-The administration of each school was responsible for the selection process which was made among the students:
*faced social problems at school
*were careless about physical environment
*were good at English/ICT programming
*had fewer opportunities/disadvantaged background/SEN
-All the participating schools provided preparatory cultural/linguistic/thematic/organizational/risk preventing assistance to the participants to join in a mobility.
-We organised meetings with parents of the students selected to join in mobility about logistic details, travelling plans, food preferences, possible weather conditions and health details. Our students were under 18, so each partner school obtained the prior authorization of participation from their parents, or those acting on their behalf via a GDPR document.
-A contract was signed with the families agreed to host a foreign student in which communication, health, food preferences of guest participants were specified.
-We prepared official letters within a detailed weekly schedule, documents indicating possible expenses and accommodation details; and sent to each participanting school one month prior to each meeting.
-Each student involved in the transnational mobilities was accompanied by teachers which ensured individual guidance and safety.
-The mobility host schools did pre-meeting arrangements in terms of timing and appropriate places to implement LTT activities; and integration of the outcomes into the ongoing school education.
-Guest partners did all necessary administrative preparatory arrangements to get the official permission/ passports to join in the LTT activities abroad, prepared a list of them and sent it to the meeting-host partner, 6 weeks before each project meeting.
-We signed an agreement with a travel agency about logistics, travel and accommodation arrangements.
-All the partners had got into contact with several qualified and experienced Application Developers and taken proffers for the creation of the Envising App. We agreed with ones offered the best price who joined in the 1st meeting and signed a contract with the project partners and trained us about how to prepare the database of each module, and how to check the properness of each sharing. As their contribution to our project were of top importance in order to achieve our objectives successfully, we paid for their service, as an Exceptional Cost.
-Design of each module of the Envising app, of which the content was predefined in terms of quantity and quality, was provided and sent to the agreed developers to be processed in terms of coding/updating 2 months before the activities took place in the target country within the aim of letting everyone share relevant pictures/videos on.

7.1. Summary of Learning, Teaching and Training Activities

Activity No.	Activity Title	Activity Type	Country of Venue	Start Date	End Date	Duration (days)	Number of Local Participants	Number of Participants in Incoming Groups	Number of Accompanying Persons	Total Grant (for all participating schools)
C1	SOCIAL-PHYSICAL ENVIRONMENT	Short-term exchanges of groups of pupils	Spain	2019-11-18	2019-11-22	5	85	0	0	0

C2	WASTE MODULE	Short-term exchanges of groups of pupils	France	2020-03-16	2020-03-20	5	17	3	2	0
C3	NOISE MODULE	Short-term exchanges of groups of pupils	Sweden	2020-05-04	2020-05-08	5	22	0	0	0
C4	WATER MODULE	Short-term exchanges of groups of pupils	Romania	2021-10-18	2021-10-22	5	82	3	2	4077
C5	CLIMATE MODULE	Short-term exchanges of groups of pupils	Sweden	2021-12-13	2021-12-17	5	22	3	3	5604
C6	CHEMICALS MODULE	Short-term exchanges of groups of pupils	Italy	2022-02-21	2022-02-25	5	80	3	2	3305
C7	WASTE MODULE	Short-term exchanges of groups of pupils	France	2022-03-21	2022-03-25	5	21	3	2	3305
C8	NOISE POLLUTION-Turkey	Short-term exchanges of groups of pupils	Turkey	2022-05-09	2022-05-13	5	590	4	2	4758

7.2. Activity Details

Activity Details

Activity Title	SOCIAL-PHYSICAL ENVIRONMENT
Activity Type	Short-term exchanges of groups of pupils
Activity Number	C1
Leading Organisation	IES Puig De Sa Font

Country of Venue	Spain	City of Venue	Son servera
Start Date	18/11/2019	End Date	22/11/2019
Number of Participants in Incoming Groups		Number of Local Participants	85

Force Majeure ?	N

Description of the activity

CONTENT : -The host school, the project application form and the Envising website were introduced via PPTs. -A meeting with the application developer and all the partners was held and a contract was signed. -A project management meeting was held and the basic details of the project were discussed on. -The winner logo of the logo competition was chosen. -A tutorials organized on how to create an ADVERTISING as a PPT: the students including the ones with fewer opportunities/migrants/refugees were involved in. -A Workshop organized and the BASE BUILD of the Envising app was introduced as the demo version. A know how session was also held on how to supply database to create the modules of the app. -We had a debate session on "SOCIAL-PHYSICAL ENVIRONMENT in every sense. A drawing competition was held in nature as a non-formal educational activity accordingly. METHODOLOGY : -The Methodology followed during the LTT activities was based on CRITICAL THINKING and ICT which is a realistic/feasible methodology to promote entrepreneurship, social equity and environmental awareness. RESULTS: -PPTs about the host school, Advertising, and Social-Physical Environment Problems -the Base Build of the Envising app -Logo of the project -Twinspace -Website -Roll-up -Drawings and Souvenirs PARTICIPANTS : -The guest participants were as; France 3 teachers and 4 students, Italy 3+3, Romania 3+3, Sweden 3+4 and Turkey 4+5. -As the local participants 5 Teachers and 20 students from the project team; 7 teachers, the headmaster, the deputy headmaster, the Mayor and the chief of environment of the Son Servera city, and about 50 members of local people joined the activities. INTEGRATION : -The participants joined in some activities regarding raising environmental awareness within the community of the host school. -The in school activities were mostly held in the school library which was open for anyone from the host school. -The host families prepared some meals from the cultures of the students they were hosting and a multi-cultural festive dinner was organised in the host school. -Some students of the Cooking part of the school prepared a 'Mallorcan Lunch' for the participants, as a part of their class. DISSEMINATION: -The App was promoted to the school community, the parents, the local authorities, the local media/ organisations/foundations/associations concerning Environment. -The produced materials, results, outcomes about the meeting were presented on the webpage,twinspace, school boards and in local press. EVALUATION: • 3 assessments were undertaken on Twinspace. RECOGNITION: - Europass Certficates/Certificates of Attendance were given to the participants

How did the participation in this activity benefit the involved participants?

Students: -have developed awareness regarding of the importance of SOCIAL/ PHYSICAL ENVIRONMENT and got familiar with the elements of ADVERTISING -have become more active and determined by developing CRITICAL THINKING -have raised awareness and understanding of social and cultural diversity to tackle social environment problems via communication-cooperation and crosscountry teamwork -acquired social, civic and intercultural competences necessary for their personal development. -learnt more about possible career choices and entrepreneurship in creating mobile Softwares to inspire next generations -learnt more about their own, other societies and traditions, realizing the importance of international co-operation and gaining a European perspective -have become confident individuals who have a sense of self worth, personal and European identity who can establish good relationships and have a strong belief in education -enhanced the access, participation and learning performance of disadvantaged learners, to reduce disparities in learning outcomes -developed their enquiry, research and evaluation skills and will be able to reflect -improved their communication skills in English Teachers: -learnt innovative ICT based teaching methods-tools through actively taking part in the creation of the app -exchanged ideas and good practices in dealing with physical-social environment issues, learners with disadvantaged backgrounds, diversity in classrooms, use of new teaching methods and tools The participants have had a wider perspective and deeper understanding of the diversity and similarities of our societies which increase the awareness of European citizenship through strengthening the international dimension of the partner schools -The direct contact of students-staff led them to eliminate cultural barriers and stereotypes, strengthen cross-cultural communication -The invited/visited people/organisations were encouraged to make use of the App.

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Out of the total number of participants:				
C1-E10066495-00001	C1	France	4	0	0	3	7	4675
C1-E10117455-00001	C1	Turkey	4	0	0	5	9	7812
C1-E10070485-00001	C1	Romania	3	0	0	2	5	3691
C1-E10193926-00001	C1	Sweden	4	0	1	3	7	6370

C1-E10079615-00001	C1	Italy	3	0	0	3	6	3305
		Total	18	0	1	16	34	25853

Activity Details

Activity Title	WASTE MODULE
Activity Type	Short-term exchanges of groups of pupils
Activity Number	C2
Leading Organisation	COLLEGE HONORE D'URFE

Country of Venue	France	City of Venue	SAINT-ETIENNE
Start Date	16/03/2020	End Date	20/03/2020
Number of Participants in Incoming Groups	6	Number of Local Participants	17
Force Majeure ?	Y		

Description of the activity

Due to Corona virus Covid 19 pandemic, the mobility was cancelled/ postponed with a common decision of all the partners.

How did the participation in this activity benefit the involved participants?

Due to Corona virus Covid 19 pandemic, the mobility was cancelled/ postponed with a common decision of all the partners.

Groups of Participants in the activity

				Out of the total number of participants:				
Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
C2-E10117455-00001	C2	Turkey	4	0	0	2	6	677
C2-E10117560-00001	C2	Spain	3	0	0	2	5	0
C2-E10070485-00001	C2	Romania	4	0	0	2	6	0
		Total	11	0	0	6	17	677

Activity Details

Activity Title	NOISE MODULE
Activity Type	Short-term exchanges of groups of pupils
Activity Number	C3
Leading Organisation	Hedda Wisingskolan

Country of Venue	Sweden	City of Venue	Härnösand
Start Date	04/05/2020	End Date	08/05/2020
Number of Participants in Incoming Groups		Number of Local Participants	22
Force Majeure ?	Y		

Description of the activity

Due to Corona virus Covid 19 pandemic the mobility was cancelled/ postponed with a common decision of all the partners.

How did the participation in this activity benefit the involved participants?

Due to Corona virus Covid 19 pandemic the mobility was cancelled/ postponed with a common decision of all the partners.

Groups of Participants in the activity

				Out of the total number of participants:				
Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
C3-E10117455-00001	C3	Turkey	4	0	0	2	6	833.69
		Total	4	0	0	2	6	833.69

Activity Details

Activity Title	WATER MODULE
Activity Type	Short-term exchanges of groups of pupils
Activity Number	C4

Leading Organisation	C.N.I. Matei Basarab		
Country of Venue	Romania	City of Venue	Ramnicu Valcea
Start Date	18/10/2021	End Date	22/10/2021
Number of Participants in Incoming Groups	5	Number of Local Participants	82
Force Majeure ?	Y		

Description of the activity

CONTENT Due to the pandemic situation, the partners decided to change the order of the LTT meetings. The Turkey, France and Spain joined the mobility physically as students and teachers; Sweden represented by teachers physically within virtual involvement of their students; and Italy joined in the activities virtually. All the online activities were carried out via google meet and an attendance list was established by the Italian school and the Swedish school. •Presentation of Romania/Râmnicu Vâlcea/host school (Colegiul Naional de Informatic Matei Basarab). • "Diversity of shapes 1" was an activity organized to improve our perception and behavior about accepting differences and fight against RACISM. Students worked in groups and they presented their thoughts/feelings about different types of DISCRIMINATION based on some pictures they have studied, pictures previously selected by the tecahers. •Tutorial about the LADDERING prepared by the Romanian students, with two parts: one about the theory and definition of laddering and a second one with some practical application where students were mixed and the groups worked on some Romanian products. •"Diversity of shapes 2"- bodies of water was an activity that took placed into two days. The first day, students watched a tutorial about the water circuit in nature.The second day we organized an exhibition where the students brought their drawings/paintings/collages about WATER and they presented their visuals. •Teachers meeting to draw the conclusions of this meeting and to establish the details of the next meeting in Sweden. Quality and impact assessment/ feedback/ pandemic situation/ carried out activities/ reports to prepare/recognitions. •A lot of pictures and videos about WATER were uploaded into the app ENVISING, the WATER module. METHODOLOGY A realistic/feasible methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship, social equity and environmental awareness. RESULTS Envising app/WATER module. Rollup Banner Erasmus Corner Films/photos uploaded on social media group/Envising app Twinspace Website A kahoot assessment about Romania padlet about our perceptions A mind map about discrimination A PPT about laddering An exhibition about bodies of water A collection of texts about racism and discrimination A google classroom Bookmarks A PPT about the project in English/Romanian PARTICIPANTS Spain: 3 students +3 teachers, France: 3+2, Turkey 5+3, Sweden:2 ONLINE-Sweden: 5+4, Italy: 31+6 INTEGRATION • Workshops and activities with the direct involvement of teachers and use the Envising app during the whole week in order to get used to it. DISSEMINATION • We have presented the materials, results, outcomes about the meeting on the webpage, facebook group , school website, twinspace, school boards and we have the intention to apply for a Etwinning label. EVALUATION • 4 assessments RECOGNITION • Certificates of Attendance • Europasses

How did the participation in this activity benefit the involved participants?

• Participants had an international learning experience. They had a chance to learn about the Romanian culture in real life situations. • Participants had the possibility to actively use the app. They took pictures about water and uploaded them into the app. • Thanks to this transnational experience the participants understood/increased appreciation of their own as well as other cultures. The participants worked as a team with cross-cultural communication in a linguistically diversified environment. • The teachers and the students developed their proficiency in languages, but also their knowledge about environment protection, communication, entrepreneurship and creativity skills. • The participant teachers developed their professional skills via collaborating closely to engaging fully in the activities and interaction in exchanging of experiences/good practices, having mutual activities/workshops/know-how sessions • The European dimension of the schools was strengthen through integrating the outcomes into their curricula. • The invited or visited people/organizations were informed about the Envising app and they were invited to used it.

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Out of the total number of participants:				
C4-E10117560-00001	C4	Spain	3	0	0	2	5	4077

C4-E10193926-00001	C4	Sweden	5	0	2	5	10	2490
C4-E10066495-00002	C4	France	3	0	1	2	5	3305
C4-E10117455-00001	C4	Turkey	5	0	0	3	8	5240
C4-E10079615-00001	C4	Italy	30	0	0	2	32	1464
C4-E10079615-00002	C4	Italy	30	0	0	3	33	47.7
C4-E10079615-00003	C4	Italy	30	0	0	1	31	31.8
		Total	106	0	3	18	124	16655.5

Activity Details

Activity Title	CLIMATE MODULE		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C5		
Leading Organisation	Hedda Wisingskolan		
Country of Venue	Sweden	City of Venue	Härnösand
Start Date	13/12/2021	End Date	17/12/2021
Number of Participants in Incoming Groups		Number of Local Participants	22
Force Majeure ?	Y		

Description of the activity

CONTENT • Presentation of Härnösand/Hedda Wisingschool and typical Swedish culture. • Extreme social phenomena/Short movies were activities organized to improve our perception and behavior about accepting differences and fight against SEGREGATION. Students worked in groups and created short movies focusing a special situation of segregation. All movies ended with some reflective questions which were discussed among all groups. • Extreme natural phenomena were activities organized to improve our perception and the importance of behavior about personally and commonly acting in issues of sustainable society. Different activities/study visits occurred every day. The students presented their knowledge about Global warming through power points. Each group also presented – in words and illustrations - their suggestions/ideas how to act to reduce the global warming. • A lot of pictures and videos about climate were uploaded into the app Envising, the climate module. • The tutorial about Call to Action was in two parts: one about the theory and definition of the concept "call to action" and a second one with a practical task where students were mixed and the groups worked on making advertisements showing the importance to upload and use the app Envising. • Teacher´s meetings to exchang good practices. Quality, impact assessments, carried out activities, the use of the app Envising, reports to prepare and recognitions. We got the first details of the next mobility to Italy • Student´s lessons. The students took part in ordinary lessons together with their hosts. •All participants were taken to an excursion to High Coast, a world heritage of UNESCO. METHODOLOGY A realistic/feasible methodology based on critical thinking and ICT was adopted. RESULTS Envising app/climate module. Films/photos uploaded on social media group/Envising app Rollup, Project board Erasmus cupboard Twinspace Website Recycling crafts – heating pads made by reused sheets Traditional food Tutorial about Call on Action Advertisements about the app Short movies/videos about discrimination/segregation PPT:Global warming PARTICIPANTS FRANCE: 4 students and 3 teachers, ITALY: 3 students and 2 teachers, ROMANIA: 3 students and 2 teachers, SPAIN: 3 students and 3 teachers, TURKEY: 2 students and 2 teachers INTEGRATION • All workshops and activities included direct involvement of students and teachers. Disavantaged learners were participating on same conditions • All participants were advised to use the Envising app during the whole week in order to get used to it. DISSEMINATION •The project results were introduced to the school community, the parents, the local authorities, etc. •The local press published an article about the mobility. • We have presented the materials, results and outcomes on webpage, social media, school website, Twinspace, school boards EVALUATION • 4 assessments RECOGNITION • Certificates of Attendance • Europasses

How did the participation in this activity benefit the involved participants?

• Participants had an international learning experience. They learned about each other cultures in general and the Swedish culture in real life situations in particular. • The participants worked as a team with cross-cultural communication in a linguistically diversified environment. They improved their ability to communicate orally and in writing. • The students acquired social, civic and intercultural competences necessary for their personal development and they increased their strong belief in education. The participants became more confident individuals who have a sense of self worth, personal and European identity who can establish good relationships. Participants developed awareness and understanding of the importance of each person´s behavior and acting in environmental issues. The participants became more active and determined by developing critical thinking and making use of the Envising App via sharing pictures/videos on the theme "climate". Participants also developed awareness and understanding of social-cultural diversity with the environmental problem of discrimination/segregation. They became more aware of that disparities can be reduced, they increased their understanding for the importance of inviting disadvantaged learners in activities. • Students developed entrepreneurship and creativity skills. They got familiar to the concept of Call to action in advertising. • The participant teachers developed their professional skills via collaborating closely to engaging fully in the activities and interaction in exchanging of experiences/good practices, having activities/workshops/know-how sessions • The European dimension of the schools was strengthen through integrating the outcomes into their curricula.

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Out of the total number of participants:				
C5-E10066495-00001	C5	France	4	0	1	3	7	5270
C5-E10117455-00001	C5	Turkey	3	0	0	2	5	3768
C5-E10117560-00001	C5	Spain	3	0	0	3	6	5604
C5-E10079615-00001	C5	Italy	3	0	0	2	5	4502
C5-E10070485-00001	C5	Romania	3	0	0	2	5	3691
		Total	16	0	1	12	28	22835

Activity Details

Activity Title	CHEMICALS MODULE
Activity Type	Short-term exchanges of groups of pupils
Activity Number	C6
Leading Organisation	Istituto Comprensivo Statale "San Giovanni Bosco"

Country of Venue	Italy	City of Venue	Isernia
Start Date	21/02/2022	End Date	25/02/2022
Number of Participants in Incoming Groups	5	Number of Local Participants	80

Force Majeure ?	N

Description of the activity

CONTENT The fourthEnvising LTT meeting took place in Isernia, Italy from the 21stFebruary to the 25thFebruary 2022. It was initially supposed to take place in 2020, however, it was cancelled because of the outbreak of COVID-19 epidemic. During the welcome ceremony which was held at the town Auditorium "Unitàd'Italia" the students first presented the town of Isernia through abrief video "Welcome to my town" which had been entirely created by themselves. •An art labwas organized by the art teachers and carried out by all the participating students who worked on the creation of a selfportrait which had the aim not only of describing themselves but also of giving a personal opinion on the theme of bullying. •Workshop about science and eco sustainability: all the participants (students and teachers) visited CittàdellaScienza in Naples, one of the most prestigious and best science museums in the country. •Science Workshop: this was organized, by the science teachers and the participants to took part in experiments regarding acid rain, ph and chemistry in the world of plants and vegetables. The students then recorded their results on a padlet. • Teachers meeting: our school for inclusion. Three teachers for students with special needs gave a presentation of what is done in our school METHODOLOGY A realistic/feasible methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship, social equity and environmental awareness RESULTS Envisingapp/CHEMICALS module. Rollup Banner Erasmus Corner Films/photos uploaded on social media group/Envising app Twinspace Website Video about the town of Isernia Padlet on bullying Padlet on chemicals A self portrait PPT: our school for inclusion Audio visual on bullying An intercative lesson: "plants are the best chemicals" Body percussion activity Brochures about the neighbouring towns of Isernia A PPT about Isernia PARTICIPANTS SPAIN: 3 students and 2teachers, FRANCE: 3 + 2, TURKEY 3 + 2, SWEDEN:3 + 2, ROMANIA:4 + 2, INTEGRATION •Workshops and activities with the active involvement of the participants who spent a lot of time at school and even interacted with manyItalian students who were not involved in the project. DISSEMINATION •The project results were introduced to the school community, the parents, the local authorities, organizations, associations, Erasmus+ beneficiaries. The Envising app was promoted on local levels.The local presspublished an article about the meeting. Other institutions like the local University and the town hall were involved • We have presented the materials, results, outcomes about the meeting on the webpage, Facebook group, school website,Twinspace, school boards. EVALUATION • 2 assessments were undertaken to evaluate the improvement of the participants after taking part in the activities and making use of the Envising app. RECOGNITION • Certificates of Attendance and Europass were given to each participant.

How did the participation in this activity benefit the involved participants?

•The participants had an international learning experience. They had the opportunity to learn about Italian culture in real life situations. •The participants had the possibility to use the app. Some of them took pictures about chemicals and uploaded them into the app. •Thanks to this transnational experience the participants understood/increased the appreciation of their own culture as well as other cultures.The participants worked as a team with cross-cultural communication in a linguistically diversified environment. •The teachers and the studentsdeveloped their proficiency in languages, but also their knowledge about environment protection, communication, entrepreneurship and creative and practical skills such as drawing, singing, dancing, doing sports, creating videos, using padlets. •The participant teachers developed their professional skills by collaborating closely and by being fully engaged in the activities.They also interactedand shared their teachingexperiences and good practices. •The European dimension of the schools was strengthened through integrating the outcomes into their curricula. •The invited or visited people/organizations were informed about the Envising app and they were invited to use it. CHEMICALS PADLET https://padlet.com/annaserena71/y1604p7qtqwz3kwe BULLYING PADLET https://padlet.com/annaserena71/3t097mtg74hds6xx EVALUATION PADLET https://padlet.com/annaserena71/z3xwlwjhwracjrii AUDIO VISUAL ABOUT BULLYING https://drive.google.com/file/d/1Sc2LKJRHVWEHNgOygwQRNHq4tLm4OHwV/view?usp=sharing WELCOME TO MY TOWN https://drive.google.com/file/d/1QQ3GDwUL0WqDUjuwldu8cCWPs3OSAsn_/view?usp=sharing

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Out of the total number of participants:		Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C6-E10117560-00001	C6	Spain	3	0	0	2	5	3305
C6-E10193926-00001	C6	Sweden	3	0	1	2	5	4502
C6-E10066495-00001	C6	France	3	0	1	2	5	3305

C6-E10117455-00001	C6	Turkey	3	0	0	2	5	3691
C6-E10070485-00001	C6	Romania	3	0	0	2	5	3691
		Total	15	0	2	10	25	18494

Activity Details

Activity Title	WASTE MODULE		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C7		
Leading Organisation	COLLEGE HONORE D'URFE		
Country of Venue	France	City of Venue	SAINT-ETIENNE
Start Date	21/03/2022	End Date	25/03/2022
Number of Participants in Incoming Groups	5	Number of Local Participants	21
Force Majeure ?	N		

Description of the activity

CONTENT The 5th Envising LTT meeting took place in France, in Saint-Etienne from the 21st of March to the 25thof March 2022. It was initially supposed to take place from the 16th of March to the 20th of March 2020, however, it was cancelled because of the outbreak of COVID-19 epidemic. •During the welcome ceremony MrJost, the headmaster and the French coordinator delivered a welcome speech and reasserted the importance of cross-cultural communication and the importance of an education without borders. The coordinator and the students made a presentation onthe city of Saint-Etienne its history and of Honoréd'Urfé middle school. • Project Based Learning (PBL) activity was organized and performed by a group of Year 8 students who worked on plastic pollution on the Loire river. • A Tutorial about TARGET AUDIENCEwas prepared by the history teacher and the art teacher. • We also had a meeting with a special need teacher who introduced the Therapeutics unit. The Envising app was promoted. METHODOLOGY A realistic/feasible methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship, social equity and environmental awareness. RESULTS Envisingapp/WASTE module. Rollup Banner Erasmus Corner Films/photos uploaded on social media group/Envising app Twinspace Website A kahootassessmentabout FRANCE A funny quiz about France and French culture A Plickers quiz about Saint-Etienne and the Waste module A padlet on PBL Adverts and PPT on TARGET AUDIENCE A PPT about DIVERSITY A Seminar about a charity "Sellam" which aims at helping migrants A song in favor of the environment and against racism A brochure on the participant schools' environmental policies A PPT and video about Saint-Etienne and Honoréd'Urfé middle school PARTICIPANTS SPAIN: 3 students and 2 teachers, TURKEY 3 + 3, SWEDEN: 4+ 2, ROMANIA: 2 + 2, ITALY : 5+ 2 INTEGRATION •Workshops and activities with the active involvement of the participants who spent a lot of time at school and even interacted with some French students who were not involved in the project. DISSEMINATION •The project results were introduced to the school community, the parents, the local authorities, organizations, associations, Erasmus+ beneficiaries. The Envising app was promoted in local levels.The local presspublished an article about the meeting as well as the Loire Department. We have presented the materials, results, outcomes about the meeting on the we• bpage, Facebook group, school website,Twinspace, school boards. EVALUATION • 2 assessments were undertaken to evaluate the improvement of the participants after taking part into the tutorials and making use of the Envising app. •A cultural-linguistic assessment was undertaken to evaluate the knowledge of the participants about France, the city of Saint-Etienne and French culture and traditions. RECOGNITION • Certificates of Attendance and Europass were given to each participant.

How did the participation in this activity benefit the involved participants?

IMPACT •The participants had an international learning experience. They had the opportunity to learn about French culture in real life situations. •The participants had the possibility to use the app. Some of them took pictures about waste and uploaded them into the app. •Thanks to this transnational experience the participants understood/increased the appreciation of their own culture as well as other cultures.The participants worked as a team with cross-cultural communication in a linguistically diversified environment. •The teachers and the studentsdeveloped their proficiency in languages, but also their knowledge about environment protection, communication, entrepreneurship and creative and practical skills such as drawing, singing, creative writing, making

home-made household products. •The participant teachers developed their professional skills via collaborating closely and by being fully engaged in the activities.They also interactedand shared their scholastic experiences and good practices. •The European dimension of the schools was strengthened through integrating the outcomes into their curricula. •The invited or visited people/organizations were informed about the Envising app and they were invited to use it.

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Out of the total number of participants:				
C7-E10117560-00001	C7	Spain	3	0	0	2	5	3305
C7-E10193926-00001	C7	Sweden	4	0	0	2	6	5268
C7-E10117455-00001	C7	Turkey	3	0	0	3	6	5112
C7-E10070485-00001	C7	Romania	2	0	0	2	4	3068
C7-E10079615-00001	C7	Italy	5	0	0	2	7	5439
		Total	17	0	0	11	28	22192

Activity Details

Activity Title	NOISE POLLUTION- Turkey		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C8		
Leading Organisation			
Country of Venue	Turkey	City of Venue	KEPEZ
Start Date	09/05/2022	End Date	13/05/2022
Number of Participants in Incoming Groups	6	Number of Local Participants	590
Force Majeure ?	N		

Description of the activity

CONTENT The 6th Envising LTT meeting took place between 09 May and 13 May 2022 in Antalya, Turkey. The host school, Antalya and Turkey were introduced to the participants. A great number of the host school community joined in welcoming ceremony. Each partner school gave a brief presentation about the noise pollution in their school neighborhood. An expert about noise pollution, environment engineer from the Ministry of Environment and Urbanization, did a presentation about Noise Pollution. Media literacy presentation in terms of media literacy and awareness, Length of an Advertisement presentations/workshops carried out. T-shirt design activity carried out in which the participants measured noise pollution in several public places. A magazine covering previous activities and Turkish mobility was also distributed among the participants. N.O.S.T.R.E.S.S. activity acrried out in Manavgat. The participants were taken to many public places where they measured the noise pollution rate and visualised it on a t-shirt. METHODOLOGY realistic / feasible   methodology based on CRITICAL THINKING and ICT was adopted in order to promote

entrepreneurship , social equity and environmental awareness . RESULTS Envising app / Noise module T -Shirt Design/ Noise decibel measurements/No-stress Activities Noise Pollution/Media Literacy/Length in Advertising Workshops PPTs about the host school/city/country Banners/Roll ups/Erasmus Corner/Magazine PARTIPANTS SPAIN: 4 students and 2 teachers , FRANCE 3 + 4, SWEDEN: 4 + 2, ROMANIA: 4 + 2, ITALY : 3 + 3 INTEGRATION • Workshops and activities with the active involvement of the participants who spent a lot of time at school and even interacted with some Turkish students who were not involved in the project . DISSEMINATION •Project results were introduced to the school community, parents, local administrations, organizations, associations, Erasmus + beneficiaries. •Envising app was introduced at local levels. •Meeting related materials, results and results on the web page, Facebook group, school website, Twinspace , school boards. EVALUATION • 2 environmental assessments and 1 cultural assessment, and 1 final evaluation RECOGNITION •Certificate of Attendance and Europass

How did the participation in this activity benefit the involved participants?

Students have: •developed awareness regarding of the problem of NOISE and get familiar with the LENGHT element of advertising •become more active and determined by developing MEDIA LITERACY; and made use of the Envising App via sharing pictures/videos on the NOISE module •acquired social, civic and intercultural competences necessary for their personal development •learnt more about possible career choices and entrepreneurship in creating mobile Softwares to inspire next generations •raisde awareness and understanding of socio-cultural diversity and tackling with the social environment problems via communicationcooperationcross country teamwork •learnt more about their own, other societies and traditions, realized the importance of international co-operation and gained a European perspective •become confident individuals who have a sense of self worth, personal and European identity who can establish good relationships and have a strong belief in education •enhanced the access, participation and learning performance of disadvantaged learners, to reduce disparities in learning outcomes •developed their enquiry, research and evaluation skills and will be able to reflect •improved their communication skills in English Teachers have: •learnt innovative ICT based teaching methods-tools through actively taking part in the creation of the app •exchanged ideas and good practices in dealing with environmental problems, learners with disadvantaged backgrounds, diversity in classrooms, use of new teaching methods and tools •Participants have had a wider perspective and deeper understanding of the diversity and similarities of our societies which increased the awareness of European citizenship through strengthening the international dimension of the partner schools •Direct contact of students-staff led to eliminate cultural barriers and stereotypes, strengthen cross-cultural communication •The invited/visited people/organisations made use of the App

Groups of Participants in the activity

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Out of the total number of participants: | | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C8-E10070485-00001	C8	Romania	4	0	0	2	6	4314
C8-E10079615-00001	C8	Italy	3	0	0	3	6	4110
C8-E10117560-00001	C8	Spain	4	0	0	2	6	4758
C8-E10193926-00001	C8	Sweden	4	0	1	2	6	5268
C8-E10066495-00001	C8	France	4	0	2	3	7	5270
		Total	19	0	3	12	31	23720

8. Timetable

The following table presents chronologically all Learning, Teaching and Training Activities organised by the project, as well as any other project events (such as project management meetings, dissemination activities and other local activities and events in each school) provided in Mobility Tool+.

Start Date	End Date	Type	Description
18/11/2019	22/11/2019	Short-term exchanges of groups of pupils	CONTENT : -The host school, the project application form and the Envising website were introduced via PPTs. -A meeting with the application developer and all the partners was held and a contract was signed. -A project management meeting was held and the basic details of the project were discussed on. -The winner logo of the logo competition was chosen. -A tutorials organized on how to create an ADVERTISING as a PPT: the students including the ones with fewer opportunities/migrants/refugees were involved in. -A Workshop organized and the BASE BUILD of the Envising app was introduced as the demo version. A know how session was also held on how to supply database to create the modules of the app. -We had a debate session on "SOCIAL-PHYSICAL ENVIRONMENT in every sense. A drawing competition was held in nature as a non-formal educational activity accordingly. METHODOLOGY : -The Methodology followed during the LTT activities was based on CRITICAL THINKING and ICT which is a realistic/feasible methodology to promote entrepreneurship, social equity and environmental awareness. RESULTS: -PPTs about the host school, Advertising, and Social-Physical Environment Problems -the Base Build of the Envising app -Logo of the project -Twinspace -Website -Roll-up -Drawings and Souvenirs PARTICIPANTS : -The guest participants were as; France 3 teachers and 4 students, Italy 3+3, Romania 3+3, Sweden 3+4 and Turkey 4+5. -As the local participants 5 Teachers and 20 students from the project team; 7 teachers, the headmaster, the deputy headmaster, the Mayor and the chief of environment of the Son Servera city, and about 50 members of local people joined the activities. INTEGRATION : -The participants joined in some activities regarding raising environmental awareness within the community of the host school. -The in school activities were mostly held in the school library which was open for anyone from the host school. -The host families prepared some meals from the cultures of the students they were hosting and a multi-cultural festive dinner was organised in the host school. -Some students of the Cooking part of the school prepared a 'Mallorcan Lunch' for the participants, as a part of their class. DISSEMINATION: -The App was promoted to the school community, the parents, the local authorities, the local media/ organisations/foundations/associations concerning Environment. -The produced materials, results, outcomes about the meeting were presented on the webpage,twinspace, school boards and in local press. EVALUATION: • 3 assessments were undertaken on Twinspace. RECOGNITION: - Europass Certficates/Certificates of Attendance were given to the participants
16/03/2020	20/03/2020	Short-term exchanges of groups of pupils	Due to Corona virus Covid 19 pandemic, the mobility was cancelled/ postponed with a common decision of all the partners.
04/05/2020	08/05/2020	Short-term exchanges of groups of pupils	Due to Corona virus Covid 19 pandemic the mobility was cancelled/ postponed with a common decision of all the partners.
04/10/2021	16/10/2021	Dissemination	Each partner partner school organised Erasmusdays activities either online or face to face.
			CONTENT Due to the pandemic situation, the partners decided to change the order of the LTT meetings. The Turkey, France and Spain joined the mobility physically as students and teachers; Sweden represented by teachers physically within virtual involvement of their students; and Italy joined in the activities virtually. All the online activities were carried out via google meet and an attendance list was established by the Italian school and the Swedish school. •Presentation of Romania/Râmnicu Vâlcea/host school (Colegiul Naional de Informatic Matei Basarab). • "Diversity of shapes 1" was an activity organized to improve our perception and behavior about accepting differences and fight against RACISM. Students worked in groups and they presented their thoughts/feelings about different types of DISCRIMINATION based on some pictures they have studied, pictures previously selected by the tecahers. •Tutorial about the LADDERING prepared by the Romanian students, with two parts: one about the theory and definition of laddering and a second one with some practical application where students were mixed and the groups worked on some Romanian products. •"Diversity of shapes 2"- bodies of water was an activity that took placed into two days. The first day,

18/10/2021	22/10/2021	Short-term exchanges of groups of pupils	students watched a tutorial about the water circuit in nature.The second day we organized an exhibition where the students brought their drawings/paintings/collages about WATER and they presented their visuals. •Teachers meeting to draw the conclusions of this meeting and to establish the details of the next meeting in Sweden. Quality and impact assessment/ feedback/ pandemic situation/ carried out activities/ reports to prepare/recognitions. •A lot of pictures and videos about WATER were uploaded into the app ENVISING, the WATER module. METHODOLOGY A realistic/feasible methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship, social equity and environmental awareness. RESULTS Envising app/WATER module. Rollup Banner Erasmus Corner Films/photos uploaded on social media group/Envising app Twinspace Website A kahoot assessment about Romania padlet about our perceptions A mind map about discrimination A PPT about laddering An exhibition about bodies of water A collection of texts about racism and discrimination A google classroom Bookmarks A PPT about the project in English/Romanian PARTICIPANTS Spain: 3 students +3 teachers, France: 3+2, Turkey 5+3, Sweden:2 ONLINE- Sweden: 5+4, Italy: 31+6 INTEGRATION • Workshops and activities with the direct involvement of teachers and use the Envising app during the whole week in order to get used to it. DISSEMINATION • We have presented the materials, results, outcomes about the meeting on the webpage, facebook group , school website, twinspace, school boards and we have the intention to apply for a Etwinning label. EVALUATION • 4 assessments RECOGNITION • Certificates of Attendance • Europasses
13/12/2021	17/12/2021	Short-term exchanges of groups of pupils	CONTENT • Presentation of Härnösand/Hedda Wisingschool and typical Swedish culture. • Extreme social phenomena/Short movies were activities organized to improve our perception and behavior about accepting differences and fight against SEGREGATION. Students worked in groups and created short movies focusing a special situation of segregation. All movies ended with some reflective questions which were discussed among all groups. • Extreme natural phenomena were activities organized to improve our perception and the importance of behavior about personally and commonly acting in issues of sustainable society. Different activities/study visits occurred every day. The students presented their knowledge about Global warming through power points. Each group also presented – in words and illustrations - their suggestions/ideas how to act to reduce the global warming. • A lot of pictures and videos about climate were uploaded into the app Envising, the climate module. • The tutorial about Call to Action was in two parts: one about the theory and definition of the concept "call to action" and a second one with a practical task where students were mixed and the groups worked on making advertisements showing the importance to upload and use the app Envising. • Teacher´s meetings to exchang good practices. Quality, impact assessments, carried out activities, the use of the app Envising, reports to prepare and recognitions. We got the first details of the next mobility to Italy • Student´s lessons. The students took part in ordinary lessons together with their hosts. •All participants were taken to an excursion to High Coast, a world heritage of UNESCO. METHODOLOGY A realistic/feasible methodology based on critical thinking and ICT was adopted. RESULTS Envising app/climate module. Films/photos uploaded on social media group/Envising app Rollup, Project board Erasmus cupboard Twinspace Website Recycling crafts – heating pads made by reused sheets Traditional food Tutorial about Call on Action Advertisements about the app Short movies/videos about discrimination/segregation PPT:Global warming PARTICIPANTS FRANCE: 4 students and 3 teachers, ITALY: 3 students and 2 teachers, ROMANIA: 3 students and 2 teachers, SPAIN: 3 students and 3 teachers, TURKEY: 2 students and 2 teachers INTEGRATION • All workshops and activities included direct involvement of students and teachers. Disavantaged learners were participating on same conditions • All participants were advised to use the Envising app during the whole week in order to get used to it. DISSEMINATION •The project results were introduced to the school community, the parents, the local authorities, etc. •The local press published an article about the mobility. • We have presented the materials, results and outcomes on webpage, social media, school website, Twinspace, school boards EVALUATION • 4 assessments RECOGNITION • Certificates of Attendance • Europasses
21/02/2022	25/02/2022	Short-term exchanges of groups of pupils	CONTENT The fourthEnvising LTT meeting took place in Isernia, Italy from the 21stFebruary to the 25thFebruary 2022. It was initially supposed to take place in 2020, however, it was cancelled because of the outbreak of COVID-19 epidemic. During the welcome ceremony which was held at the town Auditorium "Unitàd'Italia" the students first presented the town of Isernia through abrief video "Welcome to my town" which had been entirely created by themselves. •An art labwas organized by the art teachers and carried out by all the participating students who worked on the creation of a selfportrait which had the aim not only of describing themselves but also of giving a personal opinion on the theme of bullying. •Workshop about science and eco sustainability: all the participants (students and teachers) visited CittàdellaScienza in Naples, one of the most prestigious and best science museums in the country. •Science Workshop: this was organized, by the science teachers and the participants to took part in experiments regarding acid rain, ph and chemistry in the world of plants and vegetables. The students then recorded their results on a padlet. • Teachers meeting: our school for inclusion. Three teachers for students with special needs gave a presentation of what is done in our school METHODOLOGY A realistic/feasible methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship, social equity and environmental awareness RESULTS Envisingapp/CHEMICALS module. Rollup Banner Erasmus Corner Films/photos uploaded on social media group/Envising app Twinspace Website Video about the town of Isernia Padlet on bullying Padlet on chemicals A self portrait PPT: our school for inclusion Audio visual on bullying An intercative lesson: "plants are the best chemicals" Body percussion activity Brochures about the neighbouring towns of Isernia A PPT about Isernia

			PARTICIPANTS SPAIN: 3 students and 2teachers, FRANCE: 3 + 2, TURKEY 3 + 2, SWEDEN:3 + 2, ROMANIA:4 + 2, INTEGRATION •Workshops and activities with the active involvement of the participants who spent a lot of time at school and even interacted with manyItalian students who were not involved in the project. DISSEMINATION •The project results were introduced to the school community, the parents, the local authorities, organizations, associations, Erasmus+ beneficiaries. The Envising app was promoted on local levels.The local presspublished an article about the meeting. Other institutions like the local University and the town hall were involved • We have presented the materials, results, outcomes about the meeting on the webpage, Facebook group, school website,Twinspace, school boards. EVALUATION • 2 assessments were undertaken to evaluate the improvement of the participants after taking part in the activities and making use of the Envising app. RECOGNITION • Certificates of Attendance and Europass were given to each participant.
01/03/2022	29/04/2022	Awards - Prizes	The project got 2 prizes in Romania; 1- MADE FOR EUROPE, LOCAL PHASE, FIRST PRIZE for the project. 2- MADE FOR EUROPE, NATIONAL PHASE, FIRST PRIZE for the main product of the project.
21/03/2022	25/03/2022	Short-term exchanges of groups of pupils	CONTENT The 5th Envising LTT meeting took place in France, in Saint-Etienne from the 21st of March to the 25thof March 2022. It was initially supposed to take place from the 16th of March to the 20th of March 2020, however, it was cancelled because of the outbreak of COVID-19 epidemic. •During the welcome ceremony MrJost, the headmaster and the French coordinator delivered a welcome speech and reasserted the importance of cross-cultural communication and the importance of an education without borders. The coordinator and the students made a presentation onthe city of Saint-Etienne its history and of Honoréd'Urfé middle school. • Project Based Learning (PBL) activity was organized and performed by a group of Year 8 students who worked on plastic pollution on the Loire river. • A Tutorial about TARGET AUDIENCEwas prepared by the history teacher and the art teacher. • We also had a meeting with a special need teacher who introduced the Therapeutics unit. The Envising app was promoted. METHODOLOGY A realistic/feasible methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship, social equity and environmental awareness. RESULTS Envisingapp/WASTE module. Rollup Banner Erasmus Corner Films/photos uploaded on social media group/Envising app Twinspace Website A kahootassessmentabout FRANCE A funny quiz about France and French culture A Plickers quiz about Saint-Etienne and the Waste module A padlet on PBL Adverts and PPT on TARGET AUDIENCE A PPT about DIVERSITY A Seminar about a charity "Sellam" which aims at helping migrants A song in favor of the environment and against racism A brochure on the participant schools' environmental policies A PPT and video about Saint-Etienne and Honoréd'Urfé middle school PARTICIPANTS SPAIN: 3 students and 2 teachers, TURKEY 3 + 3, SWEDEN: 4+ 2, ROMANIA: 2 + 2, ITALY : 5+ 2 INTEGRATION •Workshops and activities with the active involvement of the participants who spent a lot of time at school and even interacted with some French students who were not involved in the project. DISSEMINATION •The project results were introduced to the school community, the parents, the local authorities, organizations, associations, Erasmus+ beneficiaries. The Envising app was promoted in local levels.The local presspublished an article about the meeting as well as the Loire Department. We have presented the materials, results, outcomes about the meeting on the we• bpage, Facebook group, school website,Twinspace, school boards. EVALUATION • 2 assessments were undertaken to evaluate the improvement of the participants after taking part into the tutorials and making use of the Envising app. •A cultural-linguistic assessment was undertaken to evaluate the knowledge of the participants about France, the city of Saint-Etienne and French culture and traditions. RECOGNITION • Certificates of Attendance and Europass were given to each participant.
09/05/2022	13/05/2022	Short-term exchanges of groups of pupils	CONTENT The 6th Envising LTT meeting took place between 09 May and 13 May 2022 in Antalya, Turkey. The host school, Antalya and Turkey were introduced to the participants. A great number of the host school community joined in welcoming ceremony. Each partner school gave a brief presentation about the noise pollution in their school neighborhood. An expert about noise pollution, environment engineer from the Ministry of Environment and Urbanization, did a presentation about Noise Pollution. Media literacy presentation in terms of media literacy and awareness, Length of an Advertisement presentations/workshops carried out. T-shirt design activity carried out in which the participants measured noise pollution in several public places. A magazine covering previous activities and Turkish mobility was also distributed among the participants. N.O.S.T.R.E.S.S. activity acrried out in Manavgat. The participants were taken to many public places where they measured the noise pollution rate and visualised it on a t-shirt. METHODOLOGY realistic / feasible _ methodology based on CRITICAL THINKING and ICT was adopted in order to promote entrepreneurship , social equity and environmental awareness . RESULTS Envising app / Noise module T -Shirt Design/ Noise decibel measurements/No-stress Activities Noise Pollution/Media Literacy/Length in Advertising Workshops PPTs about the host school/city/country Banners/Roll ups/Erasmus Corner/Magazine PARTIPANTS SPAIN: 4 students and 2 teachers , FRANCE 3 + 4, SWEDEN: 4 + 2, ROMANIA: 4 + 2, ITALY : 3 + 3 INTEGRATION • Workshops and activities with the active involvement of the participants who spent a lot of time at school and even interacted with some Turkish students who were not involved in the project . DISSEMINATION •Project results were introduced to the school community, parents, local administrations, organizations, associations, Erasmus + beneficiaries. •Envising app was introduced at local levels. •Meeting related materials, results and results on the web page, Facebook group, school website, Twinspace , school boards. EVALUATION • 2 environmental assessments and 1 cultural assessment, and 1 final

evaluation RECOGNITION •Certificate of Attendance and Europass

9. Follow-up

How did you assess if the project's objectives have been met? Please take into account the answers you have provided about the expected and achieved project results in the section Project description.

Quantitative:
We developed evaluation forms and assed whether and to what extent our project reached its objectives quantatively by:
•Survey 1: An assessment indicating the number of participants took part in each mobility, and their awareness/percentage of their knowledge related to the target social/physical environment issue before their relevant use of the app.
•Survey 2: Another assessment, at the beginning of each mobility, monitoring the participants progress on their awareness on the target subject as an impact after making use of the app.
•Survey 3: A surveillance monitoring the impact of the carried out LTT activities on participants' awareness in the target physical-social environment issues; and advertising steps after taking part in them.
•Administration Record- A report indicating the achievement of the quantity of the completed activities and the number of the impacted participants.
•Social Media Users- The total download/'like' number of the Envising app on the social platforms has been a quantitative indicator of desired awareness impact.
•Quantitative Analysis Reports will be prepared to indicate the impacts on the participants.

Qualitative:
We also processed the evaluation activities below and assed whether/to what extent the project reached its objectives and results qualitatively.
•A background questionnaire- At the beginning of each mobility, we asked the guest participants about How Green they are; their age, gender, their knowledge about the host country.
•Interviews- After each mobility, the host participants asked the guest participants about their opinions on the impacts of the authentic LTT activities on their awareness in the target physical and
social environmental issues, their personal development ,and the problems they encountered during their stay. Also, each guest participant was asked to evaluate the activities they participated in, their idea related to the school-country they visited and the project as a whole.
•Focus Groups- Each member of the guest teams was asked about their opinions, attitudes, beliefs, perceptions toward the target environmental issues, the project idea, and the results with the aim of defining the impacts on them.
•Social Media Users- The total LIKE number and comments about the Envising app on the social platforms has been qualitative indicators of the impact.
•Quantitative SWOT Analysis were prepared as a strategic tool identifying the impacts, strengths, weaknesses, opportunities and threads about the project.
-The increase of participants' awareness on the target physical/social environment problems has been transparent in all further activities at school. Students and members of staff that didn't directly involved in the project also evaluated the impact on the project beneficiaries by observing how clean they kept the school area.
•The participants' continuing contact among each other gives evidence about the longer impacts on them.

The project got 2 prizes in Romania proves that it has been a successful partnetrship.

Based on the experience of implementing this project, please compare your current expectations about the project's longer-term impact and sustainability with your expectations at application stage:

- In the long-term, do you expect the project will have the effects on the involved schools that have been described in the project application? Did your expectations change since that time? Please explain the reasons for your answer.
- Do you and your partners have plans to continue using the results of the project or continue to implement some of the activities after the project's end? If yes, please describe what you plan to do.

The schools have;
-had a cleaner physical area; and a friendlier social environment as an benefit of this project.
-reviewed their curricula and implemented ideas/methods gained from the project. The results have been integrated in the management and the pedagogical framework in order to tackle with the
sociophysical environment problems.
-strengthened their international dimension and built up the capacity for cross-border cooperation and the ability to cope with physical and socio-cognitive challenges. The project has developed synergy among the schools involved in education through fostering critical thinking and media literacy in addition to promoting an open and innovative education, exchanging experience and good practices.
-got encouraged to offer international learning experiences to their members, and to raise environmental awareness

among them not to pollute the school thorugh making use of the results in
regarding classes
-fostered inclusive education by offering an equal and friendly educational environment enhancing the access,
participation and learning performance of disadvantaged learners and open to all kinds of students including the ones
socially marginalised (refugees/migrants) and the ones with fewer opportunities.
-provided opportunities to teachers to exchange good practises, to enrich the techniques they used by embeding ICT
more in their profession, and supported them in dealing with challenges in teaching to socially diversified classes
-had a more strategic and integrated use of ICT, open educational e-learning/teaching tools thanks to making the use of
the Envising App.
-increased motivation for language learning through innovative indirect teaching methods; the language of the App is
English which encourages students to learn it.
-supported development of softwares like the Envising app; testing and implementation of innovative practices/tools,
peer learning, groupwork and exchanges of transnational/crossfield experiences
-improved their provision and assessment of basic and transversal skills, particularly entrepreneurship,
Science/ICT/Language competences and Media Literacy in the long run
-increased internationalisation strategies, links and improve transition between the different systems of education with
improved use of European reference tools for recognition, validation and transparency of competences and
qualifications; eTwinning0+SEG (ESP), Europass, EPRP
-enhanced the environment/content/quality of the educating/training process and the school programmes through
applying for more cross-borders projects.

•We aim to apply for Envising 2 and Envising 3 projects as ka220 as complementary ones to work on all kinds of
environmental issues and to sustain the impact of the Envising project.

Please describe the activities you have implemented to make your project known and its results more widely used.

- • How did you make the results of your project known within your partnership, in your local communities and in the
  wider public? Who were the main target groups you have shared your results with?
- • Are there other groups or organisations who have benefitted from your project? Please explain how.

We have had a global vision of dissemination with the aim of creating a worldwide impact on a great number of people
to raise environmental awareness thanks to the results of the project.
All the partner schools have;
-posted all the results/outcomes of the project on the Envising website/eTwinning/the partner schools' own webpages to
let a wide range of people have access to materials we produced, and get inspiration by our ideas
-created project boards on which the docs and visuals of each LTT meeting were displayed which has been
encouraging the students to be Greener and Friendlier.
-organized the transnational authentic LTT activities in public-private buildings/areas in the aim of involving more and
more people, promoting our project and disseminating the results as far as
possible.
-let the students/teachers participated in LTT activities share the experience they had through events,workshops,focus
groups,in lessons,in assemblies,at teachers meetings,network
meetings,meetings to parents and the local community. They also took part in seminars/courses and shared
experiences with interested schools,organisations,institutions,companies and public
-organized meetings with all the school communities,school boards,parents assembly,local organisations and
introduced/promoted/shared the results
-organized ErasmusDays events,open door days,fairs,exhibitions and disseminated the project results and impact.
-publicated school magazines/newsletters for the wider school community and displayed the taken place project
activities
-promoted the project thanks to creating visuals like brochures,posters,calendars,publications souvenirs, booklets with
the Envising Logo on
-used personal communication effectively anywhere and anytime and shared the great impacts of the Erasmus+
programme on its beneficiars through multiple channels and reached a great number of people to make use of the
Envising App
-contacted local newspapers,radios,tv channels and disseminated the results with as many people as possible on all
levels
-contributed to social media accounts,mobile softwares platforms which have been allowing anyone interested in to
view/comment on the relevant issues by installing our App on their mobile devices.
-sent a final DVD/USB stick including the products, results, impacts, the quantitative-qualitative analysis to local
schools, organisations, national gencies, educational institutions etc. Thanks to global accessibility of the open licensed
Envising App, the impact of the project can be spread out potentially all over the world.

Did your project produce any concrete outputs that can be used by others (e.g. publications, manuals, guides, web-based applications, instruction videos, etc.)?
Yes

Erasmus+ requires that all project outputs are shared through an open license and made publicly available on the Internet. Please provide some details about how you plan to fulfil these requirements.

In addition to the Erasmus+ Project Results Platform and the project website (if available), are you going to publish the project' outputs through the websites of the participating schools, a public Twinspace, or other channels? If yes, please briefly describe your plans and make sure to include the relevant web addresses and all other locations where the project results will be available.

> The Envising app is available on both popular mobile platforms (Google Play Store and AppStore) for free use of anyone.
>
> -https://play.google.com/store/apps/details?id=com.mobiloby.envisingproject&hl=en&gl=US
> -https://apps.apple.com/tr/app/envising/id1514445600?l=en

If you plan to put any limitation on the use of the open licence for your project's outputs, please specify the reasons, extent and nature of the planned limitations.

> The Envising app has some filters on the content to be shared in terms of proporness to the theme of the project and being relevant to the categories available in the app. It also requires registration so as to have an account on the app.

10. Budget (coordinator school)

Please note that the following budget summary only includes information on the budget of the coordinator school. Therefore the figures presented in this section may differ from those presented in the previous sections of the report where information for the entire partnership is summarised.

The details of the budget for partner schools are specified in their own financial reports. For more information on the structure of the final report please consult the explanation provided in the section 'General information' at the beginning of the report.

Budget Items	Grant
Project Management and Implementation	12000
Learning/Teaching/Training Activities	21049
Total grant	33049

10.1. Budget for Learning, Teaching and Training Activities

Activity No.	Group No.	Activity Type	Individual Support Physical Activity	Individual Support Total Grant for Participants	Travel	Exceptional Costs for Expensive Travel	Linguistic Support	Total grant
C2	C2-E10117560-00001	Short-term exchanges of groups of pupils	0.00	0.00	0.00	0.00	0.00	0.00
C4	C4-E10117560-00001	Short-term exchanges of groups of pupils	2,702.00	2,702.00	1,375.00	0.00	0.00	4,077.00
C5	C5-E10117560-00001	Short-term exchanges of groups of pupils	3,444.00	3,444.00	2,160.00	0.00	0.00	5,604.00
C6	C6-E10117560-00001	Short-term exchanges of groups of pupils	1,930.00	1,930.00	1,375.00	0.00	0.00	3,305.00
C7	C7-E10117560-00001	Short-term exchanges of groups of pupils	1,930.00	1,930.00	1,375.00	0.00	0.00	3,305.00
C8	C8-E10117560-00001	Short-term exchanges of groups of pupils	3,108.00	3,108.00	1,650.00	0.00	0.00	4,758.00
		Total	13,114.00	13,114.00	7,935.00	0.00	0.00	21,049.00

10.2. Special Costs

This section doesn't apply for this project

11. Annexes

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

In this section you should attach the Declaration of Honour signed by your organisation's legal representative, as well as any other needed documents.

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.
- you have annexed all the relevant documents:
- the Declaration of Honour signed by the legal representative of the beneficiary organisation.
- the necessary supporting documents as requested in the grant agreement.
- You have saved or printed the copy of the completed form for yourself.
- you have uploaded the relevant results on the Erasmus+ Project Results Platform:

List of uploaded files

no uploaded files yet