

Erasmus+

## Colegiul National Elena Cuza

- Erasmus+
- Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- School Exchange Partnerships
- Call 2019
- Round 1
- Grant Agreement Number 2019-1-RO01-KA229-063665\_1
- Report Type Final
- Date of submission - Beneficiary Report not yet submitted

CARMEN TICĂ  
Name of legal representative

Main content:	Report Form
Number of attachments:	1

## 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-RO01-KA229-063665_1
Project Title	Games for Active Learning
Project Acronym	G.O.A.L
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:	Colegiul National Elena Cuza
National Agency	Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

## 4. Project Summary

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

If applicable, project summary at application time in English:

**CONTEXT/BACKGROUND OF PROJECT** The main goal of the project is facilitating the integration of children belonging to vulnerable groups into the school/community/society. As a general issue, the social inclusion of children belonging to vulnerable groups is recognized and agreed at the level of partner countries. The idea of the project is supported by the fact that each of the teachers worked with pupils belonging to vulnerable groups and the chances of having such children in classes are inevitable in the future. The Erasmus partnership is an opportunity to ensure these pupils' emotional well being and sustain their motivation to participate in the social and civic life of their communities. Therefore, we envision the inclusion of vulnerable groups in our schools' communities via games. During the project we will design, explore and play a variety of educational games in order to motivate students in a fun way, offering social awareness, empathy and understanding. **OBJECTIVES OF THE PROJECT** The overall objective of the project is to support better integration of children belonging to vulnerable groups in partner schools through various activities, starting with the school year 2019-2020. Specific objectives: 1- Developing teachers' professional skills to plan and realize activities supporting the inclusive approach in their teaching and extra-curricular activities ; 2 -increasing the portfolio of activities that support inclusion at school level by creating a community of practices among teachers involved in the project; 3 - Developing the emotional intelligence and well being of pupils belonging to vulnerable. **DESCRIPTION OF ACTIVITIES** There will be three joint staff training events and two short term exchanges of pupils. Pupils will access the project's website and also the eTwinning platform to know each other and to communicate. They exchange e-mails and introduce themselves in Flipgridvideos. Every school will create three games that help their partners learn about their country, town and school. The games' instructions will be uploaded to the website so that others can play the games. Each school organizes an Erasmus Games Event. Pupils play each other's games and learn about each other's cultures. Then, **ONLINE LIVE COMPETITION** takes place. Thus, pupils will work on different topics such as "How we play ?", "Who are my heroes?" or "What makes me happy, sad or angry ?". During the Learning Teaching Training activities pupils will play games and learn about and from one another. They will learn to work together, to find the best way for each group member to contribute, to listen to and accept the viewpoints and contributions of others. **FINAL OUTCOMES** - the project website ; "G.O.A.L" - **METHODOLOGY** -describing the rationale and the steps of using games as a teaching tool; a **TEACHER'S GUIDE** for the use of digital tools for learning; "G.O.A.L" booklet -"TOGETHER FOR EUROPE" (presentations of each school, the description of project, the objectives, the results etc ) ; "G.O.A.L - GAMES FOR ACTIVE LEARNING"-a collection all the games developed in the project ; "UNITED IN DIVERSITY"- a digital presentation of each country ; a **FINAL VIDEO-CLIP** about the project . **IMPACT FOR PUPILS** • Tolerance with regard to different cultures ; Team work and social skills development ; Knowledge of lifestyle and education in partner countries ; Strong bonds with pupils from partner schools ; Digital skills development; Foreign language skills development ; Interest in other countries and their cultures ; **FOR TEACHERS** • Experience of different teaching methods ; Knowledge and understanding of partner countries' educational system (content and assessment) ; Creation of strong bonds with partner country teachers ; Digital skills development ; English language skills development ; Social skills development ; Motivation for professional training and skills development ; **FOR THE SCHOOL** • Improvement of school climate ; Development of openness and cooperation with schools from other countries ; Stronger relationships between pupils and teachers ; Better teamwork among teachers ; Introduction of new teaching systems, new content ; Strengthening of the European dimension and its development ; • Increased support and involvement of other local stakeholders: local and regional authorities, companies, parents' associations. **LONGER TERM BENEFITS** The project's outcomes will remain available on the website and we will promote their use and re-use. Teachers from other institutions will have access to them . Also, the final outcomes are very important for both "Elena Cuza" National College-Pedagogical profile's and Neue Mittelschule der Pädagogischen Hochschule Steiermark's students. All the experience from this project will be transmitted to future educators and they will apply it in their future work, continuing the use of the project's results and implementing some of the activities after the project's end.

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.

The project's main goal was facilitating the integration of children belonging to vulnerable groups into the school/community/society. A study was developed in each partner school before the application and it revealed that the percentage of students with a migrant/refugee background in the partner schools ranged from 4% in the case of Italy, up to 10% in Greece, 16.4% in the case of Cyprus and up to 50% in Austria. On the other hand, the Romanian school was dealing with the reintegration of pupils returning from different educational systems. Migrant pupils often face multiple disadvantages, and therefore they risk to leave school earlier than their native peers. The Erasmus partnership was an opportunity to ensure these pupils' emotional well being and sustain their motivation to participate in the social and civic life of their communities. Therefore, we envisioned the inclusion of vulnerable groups in our schools' communities via games.

The project's specific objectives were:

- 1- Developing teachers' professional skills to plan and realize activities supporting the inclusive approach in their teaching and extra-curricular activities ;
- 2 -Increasing the portfolio of activities that support inclusion at school level by creating a community of practices among teachers involved in the project;
- 3 - Developing the emotional intelligence and well being of pupils belonging to vulnerable groups.

The activities of our project were organised in four main topics: TOPIC 1: Where we live? ; TOPIC 2: How we play? ; TOPIC 3: Who are my heroes? ; TOPIC 4 : What makes me happy, sad or angry? Pupils from each partner school were involved even from the very beginning, deciding which information they wanted to share with their peers. They created presentations for each topic. Their presentations were uploaded on our project website <https://gamesforactivelearning.com/> and students from each partner school accessed the presentations . Then, children created games for each topic. Different games were created: digital games, cards games, board games, movement or role-play games. Playing the games helped children to know each other better and to understand each other's culture. Also, games motivated students to participate actively, to be involved, without fear of mistake.

Teachers from partner countries had the opportunity to develop professional skills, to share and transfer good practices participating to three Learning, Teaching and Training Activities. The themes of these activities were: Game Based Learning, Social Inclusion Games, Useful Digital Tools for Gamified Learning.

Due to Covid 19, travelling was impossible, so we organised several online meetings for our pupils. On May 14th and on June 5th, 2020 we had a big international Meeting on Zoom. The theme of our meeting was OUR EVERYDAY LIFE. On December 11th 2020, we had another meeting on Zoom. 126 students and teachers participated and joined with tea, hot chocolate and their favorite Christmas cookies. Then we had two Virtual Learning and Teaching Activities for pupils. In our virtual LTT, SUPERHEROES OF OUR LIFE, over 200 children met in May, for three days 19th to 21st and collaborated in international groups organized in breakout rooms. They realized 26 digital books. Pupils wrote the stories, illustrated them with their own drawings and recorded them in English and also in their native languages. This digital library has received several awards in Cyprus, Italy and Austria, being an example of good practice and innovative methods. In the second virtual mobility , PUPILS' CONTEST, a number of 274 pupils met online, presented Christmas traditions and played a Kahoot game about the Christmas traditions in the five countries. The final Learning Teaching, Training Activity, EUROPE FOR ALL, took place in Greece . Pupils and teachers from Romania, Austria and Cyprus met physically and had the chance to participate to various activities.

The final products of our project are useful pedagogical materials. The GOAL Methodology describes the steps of using games in class. The Teachers' guide about digital tools is an important and very useful material for every teacher. The collection of games consists of a large number (91) of games that can be used and played by children in all countries. These materials are posted on our website and they are available on the e-Twinning page as well, so that stakeholders can use and implement them in the future, long after our project finishes.

#### 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	E10075172	Colegiul National Elena Cuza	Romania	School/Institute/Educational centre – Vocational Training (secondary level)	Y

Partner	E10100469	Neue Mittelschule der Pädagogischen Hochschule Steiermark	Austria	School/Institute/Educational centre – General education (secondary level)	Y
Partner	E10043541	DIMOTIKO SCHOLEIO DEFTERAS PANO	Cyprus	School/Institute/Educational centre – General education (primary level)	Y
Partner	E10115909	39th Primary School of Patra	Greece	School/Institute/Educational centre – General education (primary level)	Y
Partner	E10089853	Istituto Comprensivo Statale "A. Pagano"	Italy	School/Institute/Educational centre – General education (primary level)	Y

Total number of participating organisations					5
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## 5. Project Description

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

Most relevant priority addressed by the project:

SCHOOL EDUCATION: Tackling early school leaving and disadvantage

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

- SCHOOL EDUCATION: Strengthening the profiles of the teaching professions
- HORIZONTAL: Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion

Topics addressed by the project: (Multiple selection possible)

- Inclusion - equity
- International cooperation, international relations, development cooperation
- New innovative curricula/educational methods/development of training courses

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?

One of the main achievement of our project was integrating pupils belonging to vulnerable groups in every stage of our project's activities and developing their emotional intelligence and well being. Our pupils really enjoyed working in international teams and were thrilled with the idea of creating books together with their peers from partner countries. They enhanced their creativity and improved their ability to discover new and original ideas, connections, and solutions to problems. They also increased their collaboration skills, learning how to collaborate, to find the best way for each group member to contribute, to listen to and accept the viewpoints and contributions of others. Our pupils played games together and learned about and from one another, emphasizing cultural aspects of the partner countries as well as the super-diversity among people. The games and the activities of our Project motivated our pupils to participate actively .

Our pupils produced several products . First they created presentations and games to teach one another about life in our countries, towns and schools. These can all be found on the project website and on etwinning. Then, in the second topic of our project, pupils presented their traditional games and created videos, so that their peers know how they play. In the third topic pupils worked on the topic of "Heroes". Each country produced materials about their local heroes and a reading project about international heroes of different fields. The final product of our heroes topic was a set of online Superheroes Storybooks that were created in a three-day international workshop on Zoom. For our last topic we also produced a series of online books about feelings.

The products created by our pupils have been highly appreciated and received several awards in Cyprus, Italy and Austria, being an example of good practice and innovative methods.

Teachers developed professional skills to plan and use activities supporting an inclusive approach.They shared good practice, learned from one another and they have increased their digital skills .

The final products of our project are useful pedagogical materials that can be used by teachers in all countries, increasing the portfolio of activities that support inclusion and intercultural learning at partner schools level by creating a community of practices among teachers .The GOAL Methodology describes the steps of using games in class. The Teachers' guide about digital tools is an important and very useful material for every teacher. The collection of games consists of a large number (100) of games that can be used and played by children in all countries. These materials are posted on our website and they are available on the e-Twinning page as well, so that stakeholders can use and implement them in the future, long after our project finishes.

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.

Throughout the project we always kept a close look at the outcomes that we had promised in our application. We feel that we have achieved all the planned outcomes and even surpassed them. What we had not planned was the pandemic of Covid 19, therefore we had to make adjustments. We added online activities, changed the LTT plan hoping that we would not miss the chance to travel and had more regular contact with each other on Zoom so as to ensure the flow of the project. The first adjustment we had to make was to reschedule our planned LTT activities, starting with our second LTT, C2 that was to take place in Austria, Graz, in March 2020. Unfortunately we couldn't travel, so we postponed this activity until May 2022. Since meeting in person was impossible, due to the Corona crisis, all partners agreed to organizing online meeting for our pupils in order for them to know each other better. On May 14th

and on June 5th, 2020 we had a big international Meeting on Zoom. The theme of our meeting was OUR EVERYDAY LIFE. In October 2020 our coordinator applied for an extension of our contract by 12 months, for the realization in good conditions of the project objectives. On December 11th 2020, we had another meeting on Zoom. 126 students and teachers participated and joined with tea, hot chocolate and their favorite Christmas cookies. Then, because the crisis was continuing, we agreed to sign The Virtual LTT Activities Agreement in April 2021, so that we could continue our plan. Thus, because the Austrian partner had a very well equipped school and teachers used to teach online long before Covid, we decided that the Austrian school would organize the second mobility. In our virtual LTT, C10, SUPERHEROES OF OUR LIFE, over 200 children met in May, for three days 19th to 21st and collaborated in international groups organized in breakout rooms. The third LTT Activity took place in Italy, from 4th to 6th of November 2021. The Romanian, the Greek and the Austrian teachers participated physically to the C4, SOCIAL INCLUSION WORKSHOP, but the Cypriot partner participated virtually, because they weren't allowed to travel, due to Covid restrictions. From 15th to 17th of December 2021, Cyprus organised our fourth mobility, C5 ,PUPILS CONTEST, virtually. A number of 274 pupils met online, presented Christmas traditions and played a Kahoot game about the Christmas traditions in the five countries. Our fifth LTT for teachers, C11, USEFUL DIGITAL TOOLS FOR GAMIFIED LEARNING, took place in Graz, Austria from May 12th to 15th 2022. The final LTT, C3, EUROPE FOR ALL, was organised by the Greek partner, on 9th-11th June. Pupils and teachers from Romania, Austria and Cyprus met physically. Looking back, we can say that the extra year that we "earned" due to the Corona pandemic actually improved the project. We used the time to do unplanned extra activities that would probably not have happened otherwise.

## 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.

This project brought together schools from five countries. The main target group was pupils in lower secondary schools (age 9-14). A large group of pupils (around 500) from each school communicated and met in the virtual LTT Activities and also in the online workshops we organized, as well as in the physical LTT organized in Greece. But a larger number of students from each school played online games with their international peers and were actively involved in all the stages of the project. THE STUDENT BODY in all the schools was very diverse and included all socio-economic classes as well as a large number of disadvantaged children, some with migrant or refugee backgrounds. The needs analysis carried out in each school, at the beginning of the project, revealed that the number of immigrant students was constantly rising in all partner schools. The percentage of students with a migrant/refugee background ranged from 4% in Italy, up to 10% in Greece, 16.4% in Cyprus and up to 50% in Austria. On the other hand, the Romanian school was dealing with the reintegration of pupils returning from different educational systems. By sharing everyday life experiences in the different cultural environments and by playing games, we motivated students in a fun way, to switch perspectives and raise their social and intercultural awareness, empathy and understanding. In addition to the children, the PARENTS were always informed about the project activities. Because we had many activities online, parents were often present and participated to these meetings, along with their children. Parents were also invited to our project's events, to the Opening Ceremonies or to other Erasmus Events. They also had access to the information through the project's website or newsletters. A third main target group were STUDENTS of the University College of Teacher Education Styria and students of the University of Graz. All project steps and results have been shared in Mrs. Pölzleitner's seminars for future language teachers, as well as in her in-service courses for language teachers in Austria. Also, trainee teachers in pedagogical programs in Romania were acquainted with the educational resources of the project in their teacher training programs. TEACHERS IN PARTNER SCHOOLS benefited from training in Learning Teaching Training activities. They participated in workshops and improved their teaching skills, their language skills in English, as well as their ICT skills. INDIRECT BENEFICIARIES: Entire school staff, benefited from the transfer of training results in each partner school. By organizing school-wide project days, the spirit of the project spread into the whole school and the LOCAL COMMUNITY. Press and media were invited to accompany all LTT activities, as well as other dissemination activities, and these helped raising public awareness of the importance of intercultural learning and coexistence.

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?

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

- Economic obstacles
- Social obstacles

How did you support these participants during the project activities?

For pupils with refugee or migrant background participating in a European project is a chance to experience being different as something normal and even positive. Children with a low Cognitive Academic Language Proficiency, with learning difficulties or other particular characteristics of their personality were able to reveal their skills and talents in areas others than the school subjects (e.g. in ICT, Arts). They were asked to create short videos about their school or city or to create drawings, logos or posters . Furthermore, for the creation of presentations and games the contribution of these students was needed and encouraged. When given the chance to express themselves in a creative way, all children felt capable and equally appreciated by their peers and students. In all the project steps, we made sure to involve these learners in the planning as much as possible and to give them some choice and responsibility to make personal decisions. We wanted them to take charge and feel like responsible citizens of Europe. This was done in small, age-appropriate steps, such as letting them choose what sights, heroes or other topics should be presented to the international partners. They decided what was important to them, they decided what were the pressing problems in our society that needed to be solved in the superheroes stories. These may seem like small steps, but they showed the children that they were taken seriously and had a say in our complex world. Integrating these children in international teams, during our virtual mobilities , helped them to overcome their fear of speaking English and to realize that learning a foreign language is not just a hard chore, but can open doors to a wider world. The children had the chance to communicate with their peers in the 5 participating countries and realized that they have a lot of things in common. They share the same interests, dreams and wishes and also very similar problems and worries. Being part of such a project and communicating internationally strengthened their self-esteem. Lastly, being chosen to travel abroad and meet peers on an international level was a unique experience for these children and also helped to raise their parents' awareness of the importance of education in their children's lives. For these children educational trips can open doors, that their parents are often not even aware of.

## 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.

The tasks of each partner were clear from the very beginning. Since each partner contributed to writing the application form for our project, each of us agreed to our tasks.

The coordinator monitored all the activities developed within the project, kept in contact with all the partner schools and contributed to the design and realization of the final products and dissemination of the project activities and products.

ALL PARTNERS exchanged ideas and cooperated in the creation of games, presented and discussed the project with colleagues in their schools and selected their Erasmus+ team; made the Erasmus+ billboard noticeable in their school and kept it updated throughout the project, promoted the project within their team and kept it alive among children, parents and colleagues and local authorities, planned and organized Learning Teaching Training activities when they were hosts, elaborated a report after each mobility and kept the other partners regularly informed on the project development by sending the results and the videos of their activities to the coordinator to upload them on the project's website.

ROMANIA created the project website and kept it updated regularly; created the Facebook page of our project, wrote a report by the end of the first year where all the developed activities were described, created the "G.O.A.L" booklet (the participants, the description of project, the objectives, the results etc.) - "TOGETHER FOR EUROPE" and organized a GAMES AND MOVEMENT workshop for teachers.

CYPRUS created and administered the eTwinning platform for communication, organized a workshop about using the eTwinning platform, created the collection of all the games developed in the project - "G.O.A.L - GAMES FOR ACTIVE LEARNING, created the Methodology describing the steps of using games as a teaching tool, created the Whats app group for communication and organised a virtual mobility for pupils.

AUSTRIA created a TEACHER'S GUIDE about the use of digital tools for learning, organized a DIGITAL GAMES workshop during the LTT for teachers in Graz, created digital libraries for two of the topics of our project where all the partners posted books, planned, organized and hosted the virtual Superheroes Storybook project and provided detailed step-by-step instructions for all the participants.

GREECE organized a WORKSHOP entitled "Europe for all", collected photos and videos of the games from all the participants and all the results of the project and produced a final video-clip about the project.

ITALY organized the Social Inclusion Games Workshop and realized a poster with the games in our project.

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

The coordinators from each partner school kept in touch from the very beginning of the project. We worked together on the application form and then, we had a first management meeting in October 2019. We decided the internal procedures of our project: the implementation plan, the dissemination plan, the communication and the evaluation plan . We also agreed on our tasks and decided on the dates for our LTT Activities.

Because of the pandemic Covid 19 situation we decided to have regular management meetings online, via Zoom. So we had several management meetings online to take decisions and to agree on important activities of our project. Every decision was made with the agreement of all partners. We agreed to have virtual meetings because the LTTs we had initially planned weren't possible because of the pandemic situation. We also decided to have an extension of the project period .

We kept in touch by email, we exchanged messages and we also shared things in our Whatsapp group. We created a Google drive folder where we uploaded documents accessible and editable by each partner. We posted all our activities and outcomes regularly on our eTwinning page and on our Facebook page.

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?

Fortunately, the group of coordinators from the 5 countries cooperated very efficiently and smoothly from the beginning. Many of us had had previous experiences with Erasmus or similar EU projects and we all shared a common goal. The biggest challenge was certainly the Corona pandemic that made international meetings impossible for a while. Luckily we had a chance to meet physically for a kick-off meeting in Cyprus. This is where we all got to know one another and immediately got along very well. When Corona started to get in the way, we soon found ways to continue our fruitful cooperation. Since we had all experienced some forms of online teaching in our own countries, we could soon share best practice examples and find good ways to start our first online meeting with the children.

Looking back, we can say that the extra year that we "earned" due to the Corona pandemic actually improved the project. We used the time to do unplanned extra activities that would probably not have happened otherwise.

The meeting in Cyprus had to be canceled, but fortunately, we were able to travel to Greece with the children in June

2022. Since we had not used any of the travel money and individual support that had been reserved for the trip to Cyprus, we could all take twice as many children and teachers to Greece. The Greek partner did an excellent job and managed to organize a colorful program for this large group. We are all very grateful for this rewarding final experience.

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.

First, the eTwinning platform was used in order to identify schools sharing the same goals and we used the School Education Gateway ([www.schooleducationgateway.eu](http://www.schooleducationgateway.eu)) to gather information regarding the integration of migrant pupils. The Cypriot partner created a space for our project on eTwinning and we used the platform to share all our results. Each member regularly uploaded videos, images and descriptions of all the events, both national and international, that took place in the different countries. That way we were all informed and involved in all the events. Our project was awarded an eTwinning Label in 2019 and four of the coordinators applied for the Quality Label. All our work and the project's final products are available on eTwinning which will allow all stakeholders to access the materials in order to use and implement them in the future.

## 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?

A committee in each school developed selection criteria. Members of the selection board were part of the Council of School administration, avoiding conflict of interest. Candidates sent a letter of intention stating their willingness to be involved within the project. The selection took into account criteria such as: the need for personal development, communication skills in English, interpersonal and team-skills, digital skills, professional contribution to the preparation of the learning material and project's activities, candidate's desire to apply innovative practices, the ability to disseminate the new methods as a mentor or trainer, the availability of candidates for traveling and willingness of accompanying pupils during the Learning Teaching Training activities.

The activities of the project were carried out by pupils, aged 10 to 14, of all participating classes, but 12 pupils participated in the Learning teaching training activity organized in Greece. They were selected on the basis of criteria established by each school with a special focus on equity and social inclusion.

Hosts :

- sent an official invitation and an Activity Agenda on time, to all partners,
- organized appropriate and convenient accommodation for the participating teachers and pupils;
- arranged the transportation of their guests from/to the airport and made arrangements for the transportation of the guests locally, to ensure safety and ease of access;
- planned and organized the training and learning activities (workshop content, organization, location, catering);
- provided Certificates to all participants.

Visitors:

- made their own travel arrangements and let the host know about their arrival/departure so that transfer can be planned;

The children were accompanied by their teachers and they were always supervised during their stay abroad.

Parents and children signed an agreement before traveling . Health, travel and storno insurances were made for each participant in the physical mobilities .

### 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	GAME BASED WORKSHOP	Short-term joint staff training events	Romania	2019-11-25	2019-11-29	5	100	0	0	0
C2	USEFUL DIGITAL TOOLS FOR GAMIFIED LEARNING	Short-term joint staff training events	Austria	2020-03-16	2020-03-21	6	6	4	0	0
C10	SUPERHEROES OF OUR WORLD	Short-term exchanges of groups of pupils	Austria	2021-05-19	2021-05-21	3	91	83	8	0

C4	SOCIAL INCLUSION WORKSHOP	Short-term joint staff training events	Italy	2021-11-03	2021-11-07	5	200	4	0	3220
C11	USEFUL DIGITAL TOOLS FOR GAMIFIED LEARNING	Short-term joint staff training events	Austria	2022-05-11	2022-05-15	5	60	4	0	3220
C3	EUROPE FOR ALL	Short-term exchanges of groups of pupils	Greece	2022-06-08	2022-06-12	5	200	14	4	10000
C5	PUPILS' CONTEST	Short-term exchanges of groups of pupils	Cyprus	2021-12-15	2021-12-17	3	65	51	7	0
C6	SOCIAL INCLUSION WORKSHOP	Short-term joint staff training events	Italy	2021-11-03	2021-11-07	5	200	0	0	0

## 7.2. Activity Details

### Activity Details

Activity Title	GAME BASED WORKSHOP		
Activity Type	Short-term joint staff training events		
Activity Number	C1		
Leading Organisation	Colegiul National Elena Cuza		
Country of Venue	Romania	City of Venue	Sector 6
Start Date	25/11/2019	End Date	29/11/2019
Number of Participants in Incoming Groups		Number of Local Participants	100
Force Majeure ?	N		

### Description of the activity

The first Learning, Teaching and Training Activity took place in Bucharest, Romania. The host school was "Elena Cuza" National College. Students wearing Romanian traditional costumes welcomed the teachers from partner schools on the first day of the mobility. A welcoming Ceremony took place, in order to introduce our guests to Romanian customs and traditions. Local representatives were present at the Ceremony. Our partners visited the school. They watched Romanian teachers using movement games, digital games, board games and social inclusion games in their classes. The next day, students from "Elena Cuza" National College played games created within the first topic of the project with the guest teachers. A Social Inclusion Games Workshop took place in school. A special trainer presented the benefits of Laughter Yoga Therapy and the way it can be used in classes. On the third day, our students and guests participated to

a Fun Science Workshop, held by a special trainer . The second workshop about Board Games took place at the National Maps and Old Books Museum. A special trainer presented our guests different ways of integrating board games in classes. On the fourth day , a Role play Workshop took place. On the last day of the mobility a documentary visit to the Village Museum was organised and our guests took place to a special workshop about Romanian traditions and customs. The certificates were given.

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

Students playing games in classes were motivated and benefit of a interactive competitive learning. They also improved their language skills in English. All partners exchanged ideas and shared different types of innovative methods. Organizing the mobility, the spirit of the project spread into the whole school and local community. Parents involved in the activities raised their awareness of the importance and positive effects of an international and intercultural climate.

### 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			
C1-E10089853-00001	C1	Italy	3	0	0	0	3	2415
C1-E10100469-00001	C1	Austria	4	0	0	0	4	3220
C1-E10115909-00001	C1	Greece	4	0	0	0	4	3220
C1-E10043541-00001	C1	Cyprus	2	0	0	0	2	1610
Total			13	0	0	0	13	10465

### Activity Details

Activity Title	SUPERHEROES OF OUR WORLD		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C10		
Leading Organisation	NMS der Päd. Hochschule		
Country of Venue	Austria	City of Venue	Graz
Start Date	19/05/2021	End Date	21/05/2021
Number of Participants in Incoming Groups	37	Number of Local Participants	91
Force Majeure ?	Y		

**Description of the activity**

Due to Covid 19 situation, pupils could not meet physically, so we agreed to have a virtual mobility. Because the Austrian school had a very well equipped school and teachers used to teach online long before Covid, we decided that the Austrian school would organize this mobility. In our virtual workshop over 200 children met in May, for three days 19th to 21st, via Zoom and collaborated in international groups organized in breakout rooms. On the first day of the workshop we collected the big problems of our world in a brainstorming on [answergarden.ch](https://www.answergarden.ch). Then we collected the kinds of superpowers our heroes would need in order to solve these problems. After this brainstorming, the learners participated in a workshop for writers and a workshop for illustrators where they learned how to write a good superhero story or how to illustrate a story. They also had a workshop about how to use the bookcreator tool and had a chance to try out its features. On the second workshop day the learners kept working in their international teams, writing and illustrating their stories. The writers started to record the voiceovers in English and in their native languages. The illustrators needed a bit more time to finish all the pictures. On the third workshop day we shared our experiences. The learners gave feedback about the activity and wrote comments for each other's books. The last step was a final quiz with questions about all the heroes in the 23 books. The quiz could be filled in online or in a paper-and-pencil version. More details about this activity can be found here [https://epep.at/?page\\_id=5614](https://epep.at/?page_id=5614).

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

Pupils improved competences of reading, writing and speaking English. They also improved digital competences and technical skills (online communication, layouting, voicerecording). They increased their ability of team working collaboration and communication with their peers from different European countries. The pupils raised their awareness of the problems in our society and how to solve them. Teachers improved their digital skills and shared good practice. They increased communication and collaboration at an international level. The Austrian team won the Media Literacy Award for their contribution. The Cypriot school also won the Silver Award for the Best Digital Activity from the Cyprus Education Leaders Awards. The Italian school participated in a Educational Challenge for Innovative Methods. Their contribution was added to Innovamenti website of the Italian Ministry of Education. We disseminated our activity on our websites and on e-Twinning and also in our local communities.

**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			
C10-E10043541-00001	C10	Cyprus	31	0	0	6	37	1095.3
C10-E10075172-00001	C10	Romania	83	0	0	8	91	0
C10-E10089853-00001	C10	Italy	29	0	0	2	31	0
C10-E10100469-00001	C10	Austria	21	0	0	5	26	786.6
C10-E10115909-00001	C10	Greece	42	0	0	7	49	1430.1
Total			206	0	0	28	234	3312

**Activity Details**

Activity Title	USEFUL DIGITAL TOOLS FOR GAMIFIED LEARNING
Activity Type	Short-term joint staff training events

Activity Number	C11		
Leading Organisation	NMS der Päd. Hochschule		
Country of Venue	Austria	City of Venue	Graz
Start Date	11/05/2022	End Date	15/05/2022
Number of Participants in Incoming Groups	4	Number of Local Participants	60
Force Majeure ?	N		

**Description of the activity**

Our LTT meeting in Graz was very successful. The teachers from all five countries met in Graz from May 12th to 15th 2022. In our Learning and Teaching Workshop in Graz we dealt with all kinds of digital tools that can help learning. We worked in the school's TV and radio studio and learned how to produce a TV or radio show. Each country's delegation had 2 representatives who were being interviewed by the Austrian students, and one or two teachers working the cameras and sound systems behind the scene. These small teams were coached by Austrian professional TV and Radio instructors, who also regularly work with the children at the school in Graz. The second digital tool that we used was the app Actionbound. The host school designed a guided treasure hunt through Graz, using the app Actionbound. In this treasure hunt the workshop participants had to follow instructions and find many interesting places. Our Actionbound game is public and can be used by any visitors coming to Graz. In the third part of our meeting we worked with different games (digital games, hybrid games and card games). We organized a games workshop with the students of year 2 and 3 (about 50 kids) and the 16 teachers from Cyprus, Greece, Italy and Romania.

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

Teachers improved digital skills, English communication. They had the chance to play the games with the Austrian children and learn about local culture. In the Action Bound Game and the school visit, the teachers could not only see the sights of Graz, but experience how locals try to live a sustainable lifestyle. Teachers had the chance to experience the Austrian educational system and experimental teaching methods.

**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			
C11-E10075172-00001	C11	Romania	4	0	0	0	4	3220
C11-E10089853-00001	C11	Italy	5	0	0	0	5	4025
C11-E10115909-00001	C11	Greece	4	0	0	0	4	3220
C11-E10043541-00001	C11	Cyprus	3	0	0	0	3	2670
Total			16	0	0	0	16	13135

**Activity Details**

Activity Title	USEFUL DIGITAL TOOLS FOR GAMIFIED LEARNING		
Activity Type	Short-term joint staff training events		
Activity Number	C2		
Leading Organisation	NMS der Päd. Hochschule		
Country of Venue	Austria	City of Venue	Graz
Start Date	16/03/2020	End Date	21/03/2020
Number of Participants in Incoming Groups		Number of Local Participants	6
Force Majeure ?	Y		

**Description of the activity**

The activity did not take place due to the pandemic COVID 19 situation instead we opened a new activity C11 that took place in May 2022.

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

Romania bought airplane tickets, but we received the money back from the flight company.

**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			
C2-E10075172-00001	C2	Romania	4	0	0	0	4	0
C2-E10089853-00001	C2	Italy	5	0	0	0	5	0
C2-E10115909-00001	C2	Greece	4	0	0	0	4	0
<b>Total</b>			13	0	0	0	13	0

**Activity Details**

Activity Title	EUROPE FOR ALL
Activity Type	Short-term exchanges of groups of pupils
Activity Number	C3
Leading Organisation	39ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΑΤΡΩΝ

Country of Venue	Greece	City of Venue	Patra
Start Date	08/06/2022	End Date	12/06/2022
Number of Participants in Incoming Groups	18	Number of Local Participants	200
Force Majeure ?	N		

**Description of the activity**

The final LTT mobility was organised by the Greek partner, 39th Primary School of Patras , on 8th-12th June. Pupils and teachers from Romania, Austria and Cyprus were welcomed with traditional Greek dances, songs and a presentation of traditional costumes and weapons, in collaboration with the dance club of the Cultural Association of Souli, Patras. Afterwards, traditional dances were taught by the dance teacher. Romanians, Austrians, Cypriots and Greeks danced together traditional Greek dances. Then, pupils took part in drama workshops organised by the teachers of Theatrical Education. Also, playground games were organised by the Physical Education teachers. The next day, a musical event was held with traditional musical instruments by former students of the school in collaboration with the Cultural Association of Souli. Then, pupils attended an introduction to the history of Ancient Greece and its mythology with special reference to the myth of Heracles. This activity was completed with a crafts workshop. They made a bracelet with Heracles' knot. The Romanian and Austrian students participated in an activity which involved learning the Greek alphabet. With the help of 5th and 6th grade students, they were able to read simple Greek words and write their name, using the Greek alphabet. At the same time, the Cypriot students played a game with the wheel of emotions with 6th grade students. In the afternoon, all the pupils and teachers attended an educational event entitled "Citizens of the Mediterranean" which took place at the Archaeological Museum of Patras. The acquaintance with Greece and its culture continued with a documentary visit to Ancient Olympia, where students found out more about Olympic Games and participated to European Contests organised between the pupils from partner schools on the Olympic Stadium.

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

Participating students increased their knowledge about Greek culture. They shared European values and improved their understanding and responsiveness to all kinds of diversity: social, gender, linguistic, cultural. Students playing games in classes were motivated and benefited of an interactive learning process. They also improved their language skills in English and increased motivation for learning foreign languages. Working in mixed international teams, improved pupils'cooperation skills . All partners exchanged ideas and shared different types of innovative methods. Organizing the mobility, the spirit of the project spread into the whole school and local community. Parents involved in the activities raised their awareness of the importance and positive effects of an international and intercultural climate. About 200 pupils and teachers from the host school and 55 pupils and teachers from the partner schools were directly involved in this activity, but many more will indirectly benefit from the dissemination of this activity.

**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			
C3-E10075172-00001	C3	Romania	14	0	0	4	18	10000
C3-E10100469-00001	C3	Austria	12	0	0	4	16	10000
C3-E10043541-00001	C3	Cyprus	16	0	0	5	21	5000
		<b>Total</b>	<b>42</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>55</b>	<b>25000</b>

**Activity Details**

Activity Title	SOCIAL INCLUSION WORKSHOP		
Activity Type	Short-term joint staff training events		
Activity Number	C4		
Leading Organisation	ISTITUTO COMPRENSIVO STATALE "A. PAGANO"		
Country of Venue	Italy	City of Venue	Nicotera
Start Date	03/11/2021	End Date	07/11/2021
Number of Participants in Incoming Groups		Number of Local Participants	200
Force Majeure ?	N		

**Description of the activity**

The second LTT Activity took place in Italy . The Romanian school, The Greek school and the Austrian school participated physically, but the Cypriot partner participated virtually, because they weren't allowed to travel due to Covid restrictions. A welcoming ceremony was held and children sang traditional songs and danced traditional dances. A group of pupils welcomed the guests in the partners' languages ( speaking Romanian, Greek or Austrian). A special trainer presented the benefits of inclusive education and organised a workshop promoting the importance of social inclusion games.

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

The participants attended the Social Inclusion Games Workshop and observed games played in Italian classes . They had the opportunity for personal and professional development and learning. They improved their social inclusion methods, they shared good practices and they practiced many social inclusion games. Partners compared cultural and school organizational similarities and differences. The Italian pupils have improved their understanding of the European Union, because they prepared a welcoming ceremony and the games for their guests . They have also discussed with the partner teachers and asked about their peers in partners' schools. They improved their English communication skills, their cooperation and their cooperative learning. Parents and local community participated in the ceremony and were integrated in the spirit of a positive international climate.

**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			
C4-E10115909-00001	C4	Greece	4	0	0	0	4	3220
C4-E10075172-00001	C4	Romania	4	0	0	0	4	3220
C4-E10100469-00001	C4	Austria	2	0	0	0	2	1610
<b>Total</b>			<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>8050</b>

**Activity Details**

Activity Title	PUPILS' CONTEST		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C5		
Leading Organisation			
Country of Venue	Cyprus	City of Venue	Nicosia
Start Date	15/12/2021	End Date	17/12/2021
Number of Participants in Incoming Groups	58	Number of Local Participants	65
Force Majeure ?	Y		

**Description of the activity**

On the 15th, 16th and 17th of December 2021, Cyprus organised a virtual mobility. On the first day, pupils from Cyprus, Greece, Austria, Italy and Romania met online and presented Christmas traditions and customs. In order to check what they have learned from their partners' presentations, all the children played a Kahoot game about the Christmas traditions in the five countries. The game is public and it can be found here <https://create.kahoot.it/details/43a0c93e-ddde-4677-93e4-6b8c4ee8ffe2>. On 16th of December they presented crafts and sweets of their country. On the last day, pupils learned and sang Jingle Bells in different languages (Greek, German, Italian and Romanian).

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

Pupils shared European values and discovered similarities and differences between our cultures, thus improving their understanding and acceptance of diversity. They improved their communication in English and also increased their motivation of learning other foreign languages. The activity increased their digital skills, by using the tablets and accessing platforms like Kahoot, Teams. After the activity the pupils of each country made the crafts of the other countries. It was a fun activity with educational value as well, that increased pupils' creativity.

**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			
C5-E10075172-00001	C5	Romania	51	0	0	7	58	0
C5-E10100469-00001	C5	Austria	27	0	0	3	30	821.7
C5-E10115909-00001	C5	Greece	35	0	0	7	42	1247.4
C5-E10043541-00001	C5	Cyprus	57	0	0	8	65	1869.3
C5-E10089853-00001	C5	Italy	104	0	0	8	112	0
<b>Total</b>			<b>274</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>307</b>	<b>3938.4</b>

**Activity Details**

Activity Title	SOCIAL INCLUSION WORKSHOP		
Activity Type	Short-term joint staff training events		
Activity Number	C6		
Leading Organisation	ISTITUTO COMPRENSIVO STATALE "A. PAGANO"		
Country of Venue	Italy	City of Venue	Nicotera
Start Date	03/11/2021	End Date	07/11/2021
Number of Participants in Incoming Groups		Number of Local Participants	200
Force Majeure ?	Y		

**Description of the activity**

The second LTT Activity took place in Italy . The Romanian school, The Greek school and the Austrian school participated physically, but the Cypriot partner participated virtually, because they weren't allowed to travel due to Covid restrictions. A welcoming ceremony was held and children sang traditional songs and danced traditional dances.A group of pupils welcomed the guests in the partners' languages ( speaking Romanian, Greek or Austrian). A special trainer presented the benefits of inclusive education and organised a workshop promoting the importance of social inclusion games.

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

The participants attended the Social Inclusion Games Workshop and observed games played in Italian classes . They had the opportunity for personal and professional development and learning. They improved their social inclusion methods, they shared good practices and they practiced many social inclusion games. Partners compared cultural ans school organizational similarities and differences.

**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-E10043541-00001	C6	Cyprus	11	0	0	0	11	524.7
<b>Total</b>			11	0	0	0	11	524.7

#### 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
18/10/2019	18/10/2019	LAUNCHING ERASMUS CEREMONY	The launching of the Erasmus Project was celebrated in each partner school with a special festivity. The youngest pupils celebrated the beginning of our project in the schoolyard. They drew the flags of our partners, wrote the name of our project and launched imprinted balloons. The gymnasium pupils sang and danced traditional dances from our partners' countries. The oldest students cooked traditional dishes of our partners' cuisines. Teachers, parents, local representatives and authorities participated in the ceremony. Proof of this activity can be seen here: <a href="https://youtu.be/KOq4MP_16Bo">https://youtu.be/KOq4MP_16Bo</a> .
29/10/2019	31/10/2019	FIRST TRANSNATIONAL MANAGEMENT MEETING	During the first management meeting the coordinators from Romania, Austria, Greece and Cyprus met in Cyprus. The host school was Dimitaki Scholeio Deferas Pano. The coordinators discussed the implementing plan, the evaluation plan, the dissemination and communication plan. Also, the coordinators shared first ideas about the Goal Methodology and the instruments and apps to use in classrooms: Issuu, Google forms, Answer Garden, Padlet, Kahoot or Kizoa. The procedure to evaluate pupils' satisfaction in their learning has been approved. The dates of the five Learning, Teaching and Training Activities have been set. E-Twinning platform is going to be used to disseminate the results of our project. To ease communication between our pupils coordinators will create E-Twinning accounts for pupils.
25/11/2019	29/11/2019	Short-term joint staff training events	The first Learning, Teaching and Training Activity took place in Bucharest, Romania. The host school was "Elena Cuza" National College. Students wearing Romanian traditional costumes welcomed the teachers from partner schools on the first day of the mobility. A welcoming Ceremony took place, in order to introduce our guests to Romanian customs and traditions. Local representatives were present at the Ceremony. Our partners visited the school. They watched Romanian teachers using movement games, digital games, board games and social inclusion games in their classes. The next day, students from "Elena Cuza" National College played games created within the first topic of the project with the guest teachers. A Social Inclusion Games Workshop took place in school. A special trainer presented the benefits of Laughter Yoga Therapy and the way it can be used in classes. On the third day, our students and guests participated to a Fun Science Workshop, held by a special trainer. The second workshop about Board Games took place at the National Maps and Old Books Museum. A special trainer presented our guests different ways of integrating board games in class. On the fourth day, a Role play Workshop took place. On the last day of the mobility a documentary visit to the Village Museum was organised and our guests took place to a special workshop about Romanian traditions and customs. The certificates were given.
19/12/2019	19/12/2019	DISCOVER OUR PARTNERS	In December 2019 the Greek school organised an Open Event. The Greek pupils read about the partner countries, played the games created in Topic 1 of the project, created Romanian bookmarks and sang carols in each partner's language. The proof of this event can be found here: <a href="https://legacy.kizoa.com/Movie-Video-Slideshow-Maker/5307547567/KP1065671290o21f1deceember-2019">https://legacy.kizoa.com/Movie-Video-Slideshow-Maker/5307547567/KP1065671290o21f1deceember-2019</a> .
16/03/2020	21/03/2020	Short-term joint staff training events	The activity did not take place due to the pandemic COVID 19 situation instead we opened a new activity C11 that took place in May 2022.
10/05/2020	10/05/2020	MANAGEMENT MEETING ONLINE	On May, 10th, the coordinators met online to decide the project details and the steps to be done due to the new pandemic situation. We decided to have online meetings with our students on May 14th and June 5th. We also rescheduled the activities of the project. We have established we'll have virtual meetings to decide the future activities.
14/05/2020	05/06/2020	STUDENTS ONLINE MEETING-OUR EVERYDAY LIFE	On May 14th and on June 5th 2020 we had a big international Meeting on Zoom. The theme of our meeting was OUR EVERYDAY LIFE. Since meeting in person was impossible, due to the Corona crisis, all partners agreed to organizing an online meeting for our pupils in order for them to know each other better and to discuss aspects of their everyday life. We had around 50 students and 14 teachers from Austria, Romania, Cyprus, Greece and Italy. First we met in the "main room" and introduced our countries and schools very briefly. Then we broke into group-rooms and talked about two main topics: -What were normal school days like in your country before Corona? -What is your life like now? How do you learn? How do you spend your time? What new rules do you have to follow? The discussion went really well in all the groups. At the end, each group shared some of the most interesting things that they had learned from each other. Students discovered many things in common and they had noticed that the differences between our countries are actually really small.
11/12/2020	12/12/2020	STUDENTS ONLINE MEETING-INTERNATIONAL TEA AND TALK	On December 11th 2020, we had another exciting meeting on Zoom. 126 students and teachers participated in the meeting and joined with tea, hot chocolate and their favorite Christmas cookies or sweets. After a short intro phase in the plenary room, we split into mixed international groups where the students talked about the following topics: -What are your schooldays like at the moment? Do you have distance learning or are you at school? -What tools and platforms do you use for distance learning? How do you talk to your teachers? -What are the things that bother you most (that you do not like at all) at the moment? -Do you see any advantages (good things) now during lockdown times? What are the good things? -Tell us about one highlight of the last few days or weeks. A nice surprise, something that you did well, a nice moment... -How do you spend your free time during lockdown and Corona times? What fun things can you do? We also shared some crafts tips for Christmas presents and decorations. Many of the ideas can be seen on our padlet ( <a href="https://padlet.com/issopolzaitner/1u0j/mjokcof">https://padlet.com/issopolzaitner/1u0j/mjokcof</a> ). Students who uploaded a picture of their self-made presents or decorations can win a little prize for their creative ideas. After the group chats we all met in the main room again and shared the most interesting things that we had found out. The students brought up lots of fun details and were very chatty. We closed the meeting after about 90 minutes and decided to organize another Zoom chat in January of February, and ask the kids what topics they would like to discuss next.
05/04/2021	12/04/2021	CYPRUS EDUCATION LEADERS AWARDS 2021	The Cypriot partner participated to a national contest with their work on topic 3 of our project. A lot of schools applied. The Cypriot partner's work was evaluated. They won a silver award in the category DIGITAL EVENT ORGANIZATION AWARD in the Cyprus Education Leaders Awards 2021. Their certificate can be seen here <a href="https://drive.google.com/file/d/10mOAbclTGK15PNYs46zDDN-kSH1H9/view">https://drive.google.com/file/d/10mOAbclTGK15PNYs46zDDN-kSH1H9/view</a> .
13/05/2021	14/05/2021	MEDIA LITERACY AWARD	The Austrian partner entered their work on topic 3 of our project, Superheroes of our world, to a national contest. They won the Media Literacy Award 2021 for their contribution. You can find more information about this event here: <a href="https://www.mediamanual.at/best-practice-2021/superheroes-storybooks">https://www.mediamanual.at/best-practice-2021/superheroes-storybooks</a> .
19/05/2021	21/05/2021	Short-term exchanges of groups of pupils	Due to Covid 19 situation, pupils could not meet physically, so we agreed to have a virtual mobility. Because the Austrian school had a very well equipped school and teachers used to teach online long before Covid, we decided that the Austrian school would organize this mobility. In our virtual workshop over 200 children met in May, for three days 19th to 21st, via Zoom and collaborated in international groups organized in breakout rooms. On the first day of the workshop we collected the big problems of our world in a brainstorming on answergarden.ch Then we collected the kinds of superpowers our heroes would need in order to solve these problems. After this brainstorming, the learners participated in a workshop for writers and a workshop for illustrators where they learned how to write a good superhero story or how to illustrate a story. They also had a workshop about how to use the bookcreator tool and had a chance to try out its features. On the second workshop day the learners kept working in their international teams, writing and illustrating their stories. The writers started to record the voiceovers in English and in their native languages. The illustrators needed a bit more time to finish all the pictures. On the third workshop day we shared our experiences. The learners gave feedback about the activity and wrote comments for each other's books. The last step was a final quiz with questions about all the heroes in the 23 books. The quiz could be filled in online or in a paper-and-pencil version. More details about this activity can be found here <a href="https://eep.at/?page_id=5614">https://eep.at/?page_id=5614</a> .
14/10/2021	16/10/2021	ERASMUS DAYS 2021 "The wall speaks... and we hear!"	The Greek partner participated in the ErasmusDays 2021 "The wall speaks...and we hear!" (14-16 October 2021) which was organised by the Regional Directorate of Primary and Secondary Education of Western Greece. <a href="https://padlet.com/pdeerasmusdays2021/trfs3akrcb8ok">https://padlet.com/pdeerasmusdays2021/trfs3akrcb8ok</a>
03/11/2021	07/11/2021	Short-term joint staff training events	The second LTT Activity took place in Italy. The Romanian school, The Greek school and the Austrian school participated physically, but the Cypriot partner participated virtually, because they weren't allowed to travel due to Covid restrictions. A welcoming ceremony was held and children sang traditional songs and danced traditional dances. A group of pupils welcomed the guests in the partners' languages (speaking Romanian, Greek or Austrian). A special trainer presented the benefits of inclusive education and organised a workshop promoting the importance of social inclusion games.
03/11/2021	07/11/2021	Short-term joint staff training events	The second LTT Activity took place in Italy. The Romanian school, The Greek school and the Austrian school participated physically, but the Cypriot partner participated virtually, because they weren't allowed to travel due to Covid restrictions. A welcoming ceremony was held and children sang traditional songs and danced traditional dances. A group of pupils welcomed the guests in the partners' languages (speaking Romanian, Greek or Austrian). A special trainer presented the benefits of inclusive education and organised a workshop promoting the importance of social inclusion games.
12/12/2021	12/12/2021	MANAGEMENT MEETING ONLINE	The coordinators from partner schools met online. We decided the dates and planned the activities for the virtual mobility in Cyprus.
15/12/2021	17/12/2021	Short-term exchanges of groups of pupils	On the 15th, 16th and 17th of December 2021, Cyprus organised a virtual mobility. On the first day, pupils from Cyprus, Greece, Austria, Italy and Romania met online and presented Christmas traditions and customs. In order to check what they have learned from their partners' presentations, all the children played a Kahoot game about the Christmas traditions in the five countries. The game is public and it can be found here <a href="https://create.kahoot.it/details/43a0c93e-d0de-4677-93e4-8bb8c4ee8fe2">https://create.kahoot.it/details/43a0c93e-d0de-4677-93e4-8bb8c4ee8fe2</a> . On 16th of December they presented crafts and sweets of their country. On the last day, pupils learned and sang Jingle Bells in different languages (Greek, German, Italian and Romanian).
12/02/2022	12/02/2022	MANAGEMENT MEETING ONLINE	We organised an online management meeting on 12th of February 2022 in order to plan the activities for the last topic of our project. We decided to use answergarden and the bookcreator to create books about children's feelings and emotions.
10/05/2022	13/05/2022	INNOVAMENTI	The Italian partner entered their work on topic 3 of our project, Superheroes of our world, to a national contest organised by the Italian Ministry of Education about exploring innovative learning and teaching methodologies. It is a challenge through storytelling, gamification and other digital tools. The project is called INNOVAMENTI. The Italian partner received a badge.
11/05/2022	15/05/2022	Short-term joint staff training events	Our LTT meeting in Graz was very successful. The teachers from all five countries met in Graz from May 12th to 15th 2022. In our Learning and Teaching Workshop in Graz we dealt with all kinds of digital tools that can help learning. We worked in the school's TV and radio studio and learned how to produce a TV or radio show. Each country's delegation had 2 representatives who were being interviewed by the Austrian students, and one or two teachers working the cameras and sound systems behind the scene. These small teams were coached by Austrian professional TV and Radio instructors, who also regularly work with the children at the school in Graz. The second digital tool that we used was the app Actionbound. The host school designed a guided treasure hunt through Graz, using the app Actionbound. In this treasure hunt the workshop participants had to follow instructions and find many interesting places. Our Actionbound game is public and can be used by any visitors coming to Graz. In the third part of our meeting we worked with different games (digital games, hybrid games and card games). We organized a games workshop with the students of year 2 and 3 (about 50 kids) and the 16 teachers from Cyprus, Greece, Italy and Romania.
27/05/2022	27/05/2022	EUROPEAN DAY	The Italian school organized a EUROPEAN DAY AT Nicotera on 27th May. All partner schools participated on line. People working in Brussels at the EUROPEAN PARLIAMENT in special commissions were invited. They talked to students about the EUROPEAN UNION, its effort and its desire of peace during this sad period. The European Parliament member, Mrs Laura Ferrara, answered to students questions.
08/06/2022	12/06/2022	Short-term exchanges of groups of pupils	The final LTT mobility was organised by the Greek partner, 39th Primary School of Patras, on 8th-12th June. Pupils and teachers from Romania, Austria and Cyprus were welcomed with traditional Greek dances, songs and a presentation of traditional costumes and weapons, in collaboration with the dance club of the Cultural Association of Souli, Patras. Afterwards, traditional dances were taught by the dance teacher, Romanians, Austrians, Cypriots and Greeks danced together traditional Greek dances. Then, pupils took part in drama workshops organised by the teachers of Theatrical Education. Also, playground games were organised by the Physical Education teachers. The next day, a musical event was held with traditional musical instruments by former students of the school in collaboration with the Cultural Association of Souli. Then, pupils attended an introduction to the history of Ancient Greece and its mythology with special reference to the myth of Heracles. This activity was completed with a crafts workshop. They made a bracelet with Heracles' knot. The Romanian and Austrian students participated in an activity which involved learning the Greek alphabet. With the help of 5th and 6th grade students, they were able to read simple Greek words and write their name, using the Greek alphabet. At the same time, the Cypriot students played a game with the wheel of emotions with 6th grade students. In the afternoon, all the pupils and teachers attended an educational event entitled "Citizens of the Mediterranean" which took place at the Archaeological Museum of Patras. The acquaintance with Greece and its culture continued with a documentary visit to Ancient Olympia, where students found out more about Olympic Games and participated to European Contests organised between the pupils from partner schools on the Olympic Stadium.
22/06/2022	24/06/2022	FINAL MANAGEMENT MEETING	The coordinators from Italy, Greece and Austria met physically in Graz and the coordinators from Romania and Cyprus participated online to the final management meeting. Each of us presented the final outcomes, we worked on Mobility Tool, discussed the sections of the final report and decided on the final tasks.
05/07/2022	08/07/2022	INTERNATIONAL CONFERENCE "ONLINE EDUCATION WITHOUT BORDERS"	The project was presented at the International Conference "Online Education without Borders". Hundreds of teachers (363 vies) from all over Romania and Moldavia participated to the conference and asked for more information about the activities of our project. They also accessed the website of our project and asked for collaboration. The presentation can be found here: <a href="https://www.facebook.com/onlineeducationwithoutborders/?post_id=1349432244397_cfi_c0j=AZV4b2Yoz64uyVDOk0f82TZR2F0RnYgUJXUD_CatPc2wNgBq_HlBpsas2ZNF0P0R1KTK1qM5V7yph1Kcp2Q4uWdEj0u1uPlM5vE3Jz2DjFCkMk9AE2EzqR2K1nswvZ0u1lpxKtjCq1eXczfZ2Bz6kGdGqM8_in_=sh.R">https://www.facebook.com/onlineeducationwithoutborders/?post_id=1349432244397_cfi_c0j=AZV4b2Yoz64uyVDOk0f82TZR2F0RnYgUJXUD_CatPc2wNgBq_HlBpsas2ZNF0P0R1KTK1qM5V7yph1Kcp2Q4uWdEj0u1uPlM5vE3Jz2DjFCkMk9AE2EzqR2K1nswvZ0u1lpxKtjCq1eXczfZ2Bz6kGdGqM8_in_=sh.R</a> .

## 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.

The achievement of the planned objectives and results of the project was evaluated at the level of all partners. The project coordinators monitored each activity and continually evaluated the progress in relation to the agreed implementation schedule. An evaluation plan was elaborated in the initial management meeting to assess the project according to objectives set up in the project proposal, to formulate concrete recommendations and report about measures to increase its value. A report was created by the end of each year. The first quality assessment and monitoring tool is a questionnaire after the end of each activity. We have created questionnaires using Google document. The interpretation of the questionnaires allowed us to assess the pace of the project, common problems, solutions and recommendations for future activities. To identify the impact on pupils, each school carried out pupil group interviews evaluating the learning outcomes in the areas of intercultural and social awareness and learning, motivation and emotional well-being. The mid-term assessment identified challenges (Covid) which led to adjustments that needed to be introduced to improve the project activities. Austria also provided an interim report to their national agency. Time management evaluation was done through rigorous and frequent checks by the coordinator. Partners provided continuous feedback on the project implementation, sending emails, or messages, the pupils' questionnaires analysis, videos and photo documentation after each activity developed in their school. The gain in digital skills and ICT can be seen in the online games and activities developed by each partner school. The final outcomes and products of the project prove that the objectives of our project have been met. Also the products created in our project have been evaluated by educational institutions in different partner countries (Austria, Cyprus and Italy) and they were granted awards for their value. All PEDAGOGICAL MATERIALS (i.e. the methodology describing the rationale and the steps of using games as a teaching tool, the collection of all the games developed in the project, the teacher's guide for the use of digital tools for learning) are available on the project website and also on the eTwinning platform, which allows all stakeholders to access the materials in order to use and implement them in the future.

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.

Our expectations about this project have been surpassed. From the first management meeting onwards, the group of teachers involved has cooperated extremely well. We had lots of online management meetings to discuss possible next steps and methods that would work for all the schools involved. We can say that we have become friends and we wish to stay in touch after the project.

The best thing about this project is that we have managed to integrate a higher number of students than we have initially anticipated in the application form. Because of Covid 19, we couldn't meet online, so we organized our two LTT Activities virtually, but we also organized two extra online workshops for our pupils. This allowed a large number of students from each partner school to participate, to communicate and to collaborate with their peers from partner schools, which helped us achieve our objectives. Almost 500 students participated in our 4 meetings online. They have lost their fear of speaking English and are now communicating in their interlanguage. Again and again they have approached us proudly announcing that they had made new friends from another country. This happened both during the online workshops and culminated in the physical meeting in Patras, Greece, where a number of 12 or more pupils from Austria, Romania, Cyprus had the chance to travel abroad, to meet for 5 days and spend a lot of time together. Another unexpected outcome of the project was our use of the bookcreator tool to present our learners' work. This tool has had highly motivating effects on the students, because it is easy to use but produces very appealing, pretty results. We have therefore used it for several steps in our project.

Also, the collection of games is very surprising, because in the beginning we haven't anticipated so many games. We have created a number of 100 different games in our partnership: digital games, board games, card games, role play games or playground games. This collection is a useful tool for teachers all over the world.

Many other digital tools have been shared in this project and we have explained them all in the The Teachers' Guide. Teachers who had not known them before are certainly going to keep using them in the future. Such tools are: Padlet, learningapps.com, liveworksheets.com, bookcreator, isuu.

Also, another unexpected result is the Moodle course created by the Austrian partner.

All in all, we can say that the project has been highly motivating for the students in all five countries. The learners feel like proud members of this European family, they are experimenting and sharing ideas and have found out that they have a lot more things in common than they would ever have dreamed of. This became very clear to them in the last project topic "our feelings", where the learners realized that irrespective of their country and culture of origin, they all

shared similar moods and feelings, wishes and dreams for their future.

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.

A dissemination plan was realized in the first transnational meeting and it was upgraded constantly with the participation of all the partners. Its aim was to establish and run the visibility of the project, so that all the project's activities to be widely known with the highest possible visibility. The main target group of this project were the pupils, the parents, the teachers in partner schools and in other schools, local communities, authorities. A second main target group were students of the University College of Teacher Education Styria and students of the University of Graz, who are taking part in a teacher training program and also the pupils in the Pedagogical Profile in Elena Cuza National College. The dissemination of the results took several forms and used a variety of disseminating tools: NEWSLETTERS, FLYERS and LEAFLETS were sent to parents, local authorities and stakeholders to announce the project. OPENING CEREMONIES were organized in every school. Parents, local communities and authorities were invited. ERASMUS BILLBOARD was set up in each partner school. A PROJECT LOGO was created to ensure that the project outputs are visible. THE PROJECT'S BANNER stands at the entrance of each partner school in order to capture the attention of all visitors. A POSTER of the project was edited. It is visible in all partner schools. PRESS ARTICLES were written by each partner. THE PROJECT WEBSITE is promoting our project. Also, our project was disseminated on every partner's website. The results were published in <https://paideia-news.com/>, an educational site that is accessed by the people of Education and by the parents' association in Cyprus. Newsletters were uploaded on the website of the Regional Directorate of Primary and Secondary Education of Western Greece, making the project known to the Greek educational community. The project's steps have been published on [eep.at](http://eep.at), a website for innovative teaching methods which is being used by large numbers of language teachers internationally. Project partners entered their work in different contests that made our project visible. The Austrian school has won the Media Literacy Award (MLA 2021). The Cypriot school won a silver award in the Cyprus Education Leaders Awards 2021. The Italian school won a badge to a national contest organised by the Italian Ministry of Education. Romania disseminated the project at the International Conference (950 teachers participated). A final video about the project was created and uploaded on the project's website and on YouTube. Our project is present on Facebook. E-TWINNING space was created to promote the project to other institutions. ERASMUS + PROJECT RESULTS PLATFORM is one of the ways we used to share project results. All project steps and results have been shared in Mrs. Pölzleitner's seminars for future language teachers, students of the University College of Teacher Education and students of the University of Graz, as well as in her in-service courses for language teachers in Austria.

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

No

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.

## 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	16440
<b>Total grant</b>	<b>28440</b>

### 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
C10	C10-E10075172-00001	Short-term exchanges of groups of pupils	0.00	0.00	0.00	0.00	0.00	0.00
C11	C11-E10075172-00001	Short-term joint staff training events	2,120.00	2,120.00	1,100.00	0.00	0.00	3,220.00
C2	C2-E10075172-00001	Short-term joint staff training events	0.00	0.00	0.00	0.00	0.00	0.00
C3	C3-E10075172-00001	Short-term exchanges of groups of pupils	5,600.00	5,600.00	4,400.00	0.00	0.00	10,000.00
C4	C4-E10075172-00001	Short-term joint staff training events	2,120.00	2,120.00	1,100.00	0.00	0.00	3,220.00
C5	C5-E10075172-00001	Short-term exchanges of groups of pupils	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>			<b>9,840.00</b>	<b>9,840.00</b>	<b>6,600.00</b>	<b>0.00</b>	<b>0.00</b>	<b>16,440.00</b>



## 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

- Declaration of Honour.PDF DOH  
0.18 Mb  
2 hours ago