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## Context

This section resumes some general information about your project.

Programme	Erasmus+
Key Action	Cooperation among organisations and institutions
Action	Cooperation partnerships
Action type	Cooperation partnerships in school education
Field	School Education
Call	2021
Round	Round 1
Report Type	Final
Language used to fill in the form	English

## Project Identification

Grant Agreement Number	2021-1-LT01-KA220-SCH-000027784
Project title	BUILD UP (Y)OUR FUTURE THROUGH ARTS
Project Acronym	FUTUR.ART
Project start date	28-02-2022
Project end date	27-02-2024
Project Total Duration (months)	24 months
Beneficiary Organisation Full Legal Name (Latin characters)	Kaunas r Neveronys Gymnasium

## National Agency of the Beneficiary Organisation

Identification	LT01 - Education Exchanges Support Foundation
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For further details about the available Erasmus+ National Agencies, please consult the following page:

[here](#)

## Project summary

This section summarises your project and the organisations involved as partners.

Please provide short answers to the following questions, summarising the information you have provided in the rest of the report.

Please use full sentences and clear language. The provided summary will be made public by the European Commission and the National Agencies.

**Background: Why did you apply for this project? What were the needs you have addressed?**

We applied for the project as we want to bring about the integration of an entrepreneurial mindset in our schools to prepare our students to pursue their life project in the artistic field, bringing light to the importance of having Art and Art projects in school curricula. We strongly believe that we can only bring about a change in Society, more balanced and equitable, if we carry out a more humanistic and artistic education adapting itself to a more strategic mindset, following the motto "Business model You". The Erasmus+ project can thereby only be a starting point to get expertise, to trigger change.

**Objectives: What did you want to achieve by implementing the project?**

We want participants to adopt a more autonomous and self-aware path regarding their vocational choices, notably in artistic or performing skills. Students had possibilities to become actors of their own choices, entrepreneurs in their own field. Students need to understand what are their human potential that would lead them to vocational choices. By designing "Business model art kits" we ensured the idea of this project to be taken to a wider audience. We also want the students from underprivileged families to grow in confidence and learn how to make their dreams come true, how to set up a business and realise their ambitions. Our aim is to teach students how to use IT technology for their advantage. Building up the future we cannot forget about sustainability, our environment, our aim is to focus on it too. The project promoted the acquisition of a wide range of competences closely related to the priorities which structured the Learning and teaching activities.

**Implementation: What activities did you implement in your project?**

We provided active and passive learning activities. In active learning students were participating and interacting on the learning process to perform better. They could write and play, creating and exhibiting arts works, creating and producing a show, could participate in painting and exhibit the results. In passive learning, we applied the tutorials, lecture and demonstration.

**Results: What were the concrete outputs and other results of your project?**

Each LTT had specified outcomes related to the topic. Students had the opportunity to design and produce art crafts, write and perform small theatrical sketches, create and showcase several performances. They created and organised their portfolio, created their brand, and designed their visual identity as artists. They also prepared their curriculum vitae and their youth pass. They recorded videos, self-reflection assignments, and assess their skills in different areas. Long-term outcomes were prepared by teachers like tutorials, video demonstrations, activities' plans, assessment grids were included in the kit to help other teachers or cultural agents to apply the same project design in their contexts.

## Project Description

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

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

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

**What were the other relevant horizontal or sectoral priorities addressed by your project?**

SCHOOL EDUCATION: Development of key competences

YOUTH: Strengthening the employability of young people

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

**What were the most relevant topics addressed by your project?**

Career guidance

Creativity, arts and culture

Cooperation between educational institutions and business

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

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

FuturArt Class Kit is a portable curriculum guide dedicated to the design of an art project based learning. Displayed digitally in a website for downloading, the kit brings together contemporary curriculum materials, such as tutorials, hands-on activities, pedagogic reviews. FuturAr Class Kit is inspired on the innovative approaches of Fluxkits, which triggers a creative mindset thus promoting self-discovery and disrupting learning and, at the same time, the hands-on learning kits commonly used in K12 education. Combining these influences, FuturArt Class Kit offers an interactive approach to teaching that is participatory, collaborative, and entrepreneurial oriented. FuturArt Class Kit was conceived in response to the need of exploring art as pedagogy in schools, engaging students in the discovery of their artistic potential, as well as abridging community as part of this project based process. project based learning. FuturArt Class Kit is intended for K12 and pre-university-level students and teachers, as well as community organizers, and others interested in community-engaged art practices and pedagogy. Learning / teaching / training material – Academic / scientific publication was written using standpoint theory, we have considered the FuturArt project as a case study for exploring the role of arts-based initiatives (ABIs) as a source of value creation for SD

and how the value created is retained. Drawing on the contribution of multiple stakeholders —interviews, forums and documentary evidence—our findings will highlight how ABIs promote SD, foster social inclusion and retain value over time with important policy implications.

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

This project took further the work done by the participant schools. Each one was developing some projects and activities which took part of this project. However this project conveyed a more strategic mindset regarding crisscross curricula, a more driven entrepreneurial outcome for students' vocational choices. This Art based project was the umbrella that abridged different stakeholders to raise the awareness that a more humanistic and artistic curricula is needed in our schools to face so many challenges in nowadays: social inclusion, the promotion of self esteem and well-being, the creation of community bonds through art. With so many threats and challenges the Work is facing today, we, educators, should enhance these bridges that can lead to safe and reconstructive strategies that allow students from so different contexts to look inside their own beings and found their answers about the future. The more and creative paths they would have, the freer and engaging would be their choice regarding their future and their career.

## Summary of Participating Organisations

Role of the Organisation	OID of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	E10145187	Kaunas r Neveronys Gymnasium	Lithuania	School/Institute/Educational centre – General education (secondary level)		28/02/2022	27/02/2024
Partner Organisation	E10217804	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	School/Institute/Educational centre – Vocational Training (secondary level)		28/02/2022	27/02/2024
Partner Organisation	E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	School/Institute/Educational centre – Vocational Training (secondary level)		28/02/2022	27/02/2024
Partner Organisation	E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyśle	Poland	School/Institute/Educational centre – General education (secondary level)		28/02/2022	27/02/2024
Partner Organisation	E10063877	Liceo Classico e linguistico R Settimo	Italy	School/Institute/Educational centre – General education (secondary level)		28/02/2022	27/02/2024
Total number of participating organisations				5			

## Associated Partners

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

NO

## Participant support

Please briefly describe how you selected and involved participants in the different activities of your project.

The participants consisted of 4 students and 2 teachers per mobility per country (in total 20 students and 10 teachers). They were chosen according to different criteria depending on each country's specific settings. Essential aspects were the students' motivation, knowledge of English, and interest in the topic. We were using a wide variety of methods centering on the project and product-based learning, which brought forward various creative products and student actions – creating a portfolio, designing their own project, showcasing their art proposals - thus combining cognitive, emotional and hands-on learning.

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

YES

## Overview of participants with fewer opportunities involved in the project:

<b>Total number of participants with fewer opportunities in the project</b>	<b>20</b>
<b>Reason</b>	<b>Number of participants</b>
Cultural differences	0
Disability	0
Economic obstacles	7
Educational difficulties	2
Geographical obstacles	1
Health problems	2
Migrant background obstacle	4
Other reasons	0
Social obstacles	4
<b>Total</b>	<b>20</b>

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

Portugal - As a vocational school most of the students are from low-income families. Most have few cultural references and have never travelled. Participating in this project allowed them to break the exclusion cycle and opened new horizons and life perspectives, to understand the European values and perceive better what means to belong to a European dimension. Polish school is located in the south-east region of Poland, close to the Ukrainian border where students do not have good job opportunities and promising future prospects. The students from the underprivileged low-income families were given a chance to find out how to build up their future, become more self-confident and creative. Students' families often face financial obstacles so they find it hard to overcome the barrier and let their children make their career dreams come true. Students from Lithuania who face economical difficulties had the opportunity to broaden their minds in choosing profession, doing new things, even they were given the opportunity to create their own business in the future. Italian school is situated in Sicily, an island where agriculture represents the main means of sustenance so, very often, our young learners, even the cleverest and the most motivated ones are obliged to go out of Sicily or abroad to find out a steady job in other different working fields. This project gave them, for sure, a relevant opportunity to share cultural identity and broaden their minds to new and different ones; moreover, it increased the awareness of being part of a community, European citizens in an international and democratic world, where each country played an important role. Students gain academic and personal values, working in a collaborative context as well. There were regular meetings of the project to engage the students in the project as well as in the group. This group acted as mentors in their families, communities and among their fellows at school. Teachers assisted them in the logistics for the LLT activities.

Approximately, how many persons not receiving a specific grant benefited from or were targeted by the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:  
10

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

There were regular meetings of the project to engage the students in the project as well as in the group. This group acted as mentors in their families, communities and among their fellows at school. Teachers assisted them in the logistics for the LLT activities. Moreover, teachers were involved in creating surveys for students, organising dissemination events, writing the scientific paper, gathering the data to scientific paper, consulting students how to fill their kits and Youthpass. Administration coordinated all the activities and their fulfilment. Students filled Youthpass, project based art kit, did surveys, tried various art professions, designed projects.

## Project Management

How did you ensure proper budget control and time management in your project?

We regularly were checking it on the project status and ensuring it matches up with the budget. We were checking it on tasks and resources, reallocating as necessary. We laid out plan in details, anticipated scope change, forecasted resource usage, tracking the project and always communicated with the partners to reviewed and approved by all parties involved to ensure there were no confusion. On these it was in a more desirable position to keep the project budget at a manageable level. Allowing us to be more accurately estimated costs, time and resources.

Monitoring: How were the progress, quality and achievement of project activities monitored? Please describe the qualitative and quantitative indicators you used. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

On this project the main participants were Poland, Lithuania, Portugal, Italy and Turkey. Teachers and students were the primarily involved participants. The project activities engaged in non profit organisation and stakeholders working together for the achievement of the project goal. We provided frequent performance feedback every other day and set regular meetings to discuss outcome and results.

Evaluation: How did you evaluate to which extent the project reached its results and objectives? What indicators did you use to measure the quality of the project's results?

We met regularly with the team through Whatsapp and Zoom apps. We were monitoring and controlling the process of the tasks by collecting and recording information about a piece of work and tracking time to time activities to ensure that the project was within scope of goal on time and on budget so that the budget would faced a minimal risk. We took the corrective action when needed, identifying improvements, identifying difficulties, identify the output, assisted priorities towards the achievements of the project goals. We made a survey methods to collect data gathered from the output given by the participants through questionnaires and audio/visual recordings of the activities, also notes from the student's observation and feedback. from a teacher about students progress and empirical observations. On this way we allow formulation of structured ideas and theories about the levels of knowledge, skills and values acquired by the students.

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

Risk is the probability of an event and it's consequences that could present threats to its success. On handling this situation we set a realistic, clear and measurable goals to keep track of time, costs and tasks. In building risk management plan is to conduct initial risk assessment. The risk management process, methods and tools were the practices on managing it. When risk actually happens, we will evaluate which risks to deal with and implement effective strategies as preventive measure such as documentation reviews, gathering information and techniques, interviewing, SWOT ( strength, weakness, opportunities and threat) analysis and checklist analysis. Risk evaluation determine the significance of risks to decide to accept the specific risk or take an action to prevent it.

## Implementation

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

Please describe the project activities and expenses covered with the Project Management and Implementation grant. If the requested amount is different from the automatically calculated one based on the project duration, please explain why.

C1 Poland : got 6000€ - spent 6000 €

Travel insurance 390,53 €

Stationary Supplies 540,6€

Hosting cultural activities, tickets ,trips, meals 531 €

Digital tools and licences 4511€

Funds to cover increased travel costs 26,87 €

Theatre workshop, photography workshop, dancing workshop, music workshop, painting, clay workshop and digital art workshop were organized.

C2 Lithuania: got 12000€ - spent 12000 €

Travel and life insurances - 377,43 €

International bank transfers - 39,00 €

Stationery supplies - 238,25 €

Funds for meals - 1192,12 €

Souvenirs - 160,52 €

Digital Tools and Licenses - 5122,00 €

Funds to cover the difference in increased travel costs - 3277,07 €

Remuneration for coordinating project activities - 1580,08€

State taxes - 12,87 €

The main goals during mobility was the following: to find out students' awareness about recycling/ upcycling using the artistic approach (surveys); to have the exhibition of recycled things (workshops); to make a piece of music with musical instruments from recycled materials, record it (workshops); to have the fashion show of renewed clothes, make a video (workshops); to try DJ, designer, singer, musician, model's professions and make portfolios; to make a final concert, fashion show, make a video, lesson plans, tutorials.

C3 Portugal : got 6000€ - spent 6000 €

Travel insurance 576,97 €

Stationary Supplies 329,06 €

Hosting cultural activities, meals 1872,21 €

Funds to cover increased travel costs 2987,16 €

Souvenirs 209,22 €

#### International Bank Transfers 25,38

All participants attended some seminars with several experts and producers, participated in two workshops. Students were challenged to keep records of their activities to later develop a final outcome. At an individual level, they produced a self-reflexion video which they included in their portfolio. At a pair or group level, students chose a media to disseminate their experience at the hosting country: either record a podcast for the school radio, wrote an entry for the project blog, prepared an exhibition of.

C4 Italy: got 6000€ - spent 6000 €

Stationery supplies – 3092,69 €

Funds for meals – 1167,17 €

Souvenirs – 376,61 €

Funds to cover the difference in increased travel costs – 1363,53€

Some Art, Theatre, Music and Dance workshops were organized. Recycled materials were used to draw paintings, create the scenery of the stage and the coreography of the play. There was an exhibition, a theatrical performance.

C 5 Turkey: got 6000€ - spent 6000 €

Stationery supplies - 4644,05 €

Digital tools - 1348€

Currency exchange – 7,95 €

An art painting and eco art (recycle/upcycle) workshops and exhibition were organized. Students were able to make their own design products. Turkish partners pursued the aim to showcasing students learning skills and talents in an arts project context and integrate with the stakeholders for the final output results to reach out and to inspire others.

#### Please describe the methodology you applied in your project.

We provided active and passive learning activities. In active learning students participated and interacted on the learning process to perform better. They could write and play, creating and exhibiting arts works, creating and producing a show, could participate in painting and exhibit the results. In passive learning, we applied here the tutorials, lecture and demonstration.

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

All partners developed extra-curriculum artistic activities at their schools, bringing then their expertise to the partnership, creating a value in the sharing of good practices. Poland – In order to help the participants decide how artistic they organised the workshops with the help of local organisations. During the workshops students could widen their knowledge concerning different kinds of art and they would have an opportunity to try their skills and decide what they are really into. The following local organisations

were cooperating: San Theatre, Golden Dance School, Stowarzyszenie Kreatywna Pozytywka,

Przedsiebiorstwo Społeczne Warsztatowo. All these organisations are experienced in organising workshops. Artists shared their knowledge and experience with the participants of the project. Lithuania had two partners: Neveronys community center will help students to get acquainted with DJ's skills and context career. Students had the opportunity to record music as well. Experts were working in workshops together with participants. The second partner was Kaunas Vocational School. Their lecturers promoted workshops with the participants and helped students to design clothes, make musical instruments from the recycled material. Art teachers from Neveronys Gymnasium taught students how to use and recycle materials and make new fashionable clothes. Turkey and Italy - to get the main goal of the project that's to develop students' linguistic, artistic, managerial and organizational skills and also to gain an entrepreneurial mindset, created bonds with the community through the involvement of local organizations, the mayor and his councillors, for example and also very experienced professionals, like actors, directors dancers. They helped the students to plan and accomplish the project, playing a fundamental role in the development of all the activities. The local theatrical company "Teatro Stabile Nisseno" and "professional dancers" as well were engaged in the project management. Portugal - According to its expertise, the school invited "Junior Achievement", a common stakeholder in the development of entrepreneurial projects to bring their know-how to participate in the webinars and validate activities and student's projects. Other organisations, focused in the development of youth centered projects, like Escola de Mulheres, a Theatre Company located near the school, and also Casa Conveniente, well known for the projects with minors at risk, that will bring an inclusive overview to the project were invited.

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

Partners were contacted through eTwinning in the Erasmus + partner's forum. Everyone has shared their own ideas through collaborative documents and discussed them in online meetings (WhatsApp, Zoom, Teams, Google Meets), eTwinning platform. All documents are placed on "Erasmus-Futur.ART" Google Drive. All partners have been communicating by emails and using Messenger, WhatsApp very often. No negative elements of the cooperation process were mentioned. There is nothing to improve.

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

The target audience inside the partnership includes local communities of partner schools. Outside the partnership - potential students, their parents and all people and organisations, who can recommend our school, help in its development. Moreover, our project results and our experience will help others to help young people have more vocational choices. Participants will consist of 4 14-19 years students and 2 teachers per mobility per country. They were chosen according to different criteria depending on each country's specific settings. Essential aspects were the students' motivation, knowledge of English, and interest in the topic.

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

Partners were contacted through eTwinning in the Erasmus + partner's forum. eTwinning has been used for the preparation, implementation and/or follow-up of the project by placing all results, chatting, discussing and sharing ideas.

## Transnational Project Meetings



Meeting ID	Meeting title	Description of the meeting	Start date	End date	Receiving Organisation	Receiving Country	Receiving City	No. of Participants
TPM2	FOLLOW UP AND FINAL	<p>FOLLOW UP AND FINAL The 2nd Transnational meeting of our Erasmus +KA220 project "BUILD UP (Y)OUR FUTURE THROUGH ARTS" was held in Kaunas, Lithuania, on 05-07, December 2023. All processes of the project were examined during the 3-day meeting. Project final reports, dissemination project budget, Etwinning Kit, intellectual output issues were discussed and final report and budget issues were discussed. What needed to be done regarding all documents regarding the completion of the project was discussed and ideas were exchanged. All countries-participants sent two teachers to the meeting, except Portuguese teacher was alone because of her headmistress decision. The meeting on December 07, 2023 ended with a farewell dinner and certificate ceremony.</p>	05-12-2023	07-12-2023	Kaunas r Neveronys Gymnasium	Lithuania	Kaunas r.	0





TPM1	STEERING GROUP	STEERING GROUP The 1st Transnational meeting of our Erasmus +KA220 project named "BUILD OUR FUTURE THROUGH ART" will be held on 09-12 May 2022, at the center of Italy Scylyan's Caltenisetta. During the 3-day meeting, all processes of the project were examined. The project management was discussed. All the details of the project were discussed and ideas were exchanged. The meeting on May 12, 2022 ended with a farewell dinner and certificate ceremony. All four countries-participants sent two teachers to the meeting.	09-05-2022	12-05-2022	Liceo Classico e linguistico R Settimo	Italy	CALTANISSETTA	0
								0

## Project Results

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

<b>Result Identification</b>	R2
<b>Result Title</b>	Scientific paper
<b>Result Type</b>	Learning / teaching / training material – Academic / scientific publication
<b>Description</b>	<p>Arts are a favored medium for conveying the public to a more socially engaged living. Tracking trending approaches, such as community-engaged learning, alongside challenges and goals can help to establish strategies to achieve more impactful outcomes, and to determine the effectiveness of arts-based project learning in schools in raising awareness among educators to the importance of developing a more humanistic education that enhances self discovery and self expression, promotes communication and cultural dialogue and breaks violence and poverty cycles. This Social awareness will in time, we like to believe, help to shape public policy. The challenges to sustainable development (SD) have intensified following increases in social and economic disruption due to war and large scale migration movements, to religious or political persecution, and lately to corona pandemic, with catastrophic effects posing threats for a more humanistic learning and social inclusion. Social activities have been postponed or canceled, throwing Art to a minor aspect in human life, thus conducting to the numbness of deep aesthetic experience and self fulfilment.</p> <p>Against this background, using standpoint theory, we will consider the FuturArt project as a case study for exploring the role of arts-based initiatives (ABIs) as a source of value creation for SD and how the value created is retained. Drawing on the contribution of multiple stakeholders interviews, forums and documentary evidence our findings will highlight how ABIs promote SD, foster social inclusion and retain value over time with important policy implications.</p>
<b>Start date</b>	31-10-2021
<b>End date</b>	09-10-2023
<b>Available Languages</b>	English
<b>Available Medias</b>	Publications
<b>Leading Organisation</b>	
<b>Participating Organisations</b>	ENSINUS - Estudos Técnicos e Profissionais SA

  

<b>Result Identification</b>	R1
<b>Result Title</b>	FuturArt Class Kit
<b>Result Type</b>	Learning / teaching / training material – Toolkit
<b>Description</b>	<p>FuturArt Class Kit is a portable curriculum guide dedicated to the design of an art project based learning. Displayed digitally in a website for downloading, the kit brings together contemporary curriculum materials, such as tutorials, hands on activities, pedagogic reviews. FuturAr Class Kit is inspired on the innovative approaches of Fluxkits, which triggers a creative mindset thus promoting self discovery and disrupting learning and, at the same time, the hands-on learning kits commonly used in K 12 education. Combining these influences, FuturArt Class Kit offers an interactive approach to teaching that is participatory, collaborative, and entrepreneurial oriented. FuturArt Class Kit was conceived in response to the need of exploring art as pedagogy in schools, engaging students in the discovery of their artistic potential, as well as abridging community as part of this project based process. project based learning.</p> <p>FuturArt Class Kit is intended for K 12 and pre-university-level students and teachers, as well as community organizers, and others interested in community-engaged art practices and pedagogy.</p>
<b>Start date</b>	31-10-2021
<b>End date</b>	26-10-2023
<b>Available Languages</b>	English
<b>Available Medias</b>	Interactive Resource
<b>Leading Organisation</b>	Kaunas r Neveronys Gymnasium
<b>Participating Organisations</b>	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu, Liceo Classico e linguistico R Settimo, ENSINUS - Estudos Técnicos e Profissionais SA, KAYA KARAKAYA GUZEL SANATLAR LİSESİ

## Multiplier Events

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

## Learning/Teaching/Training Activities

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

<b>Activity No.</b>	A2
<b>Field</b>	School Education
<b>Activity type</b>	Learning, Teaching, Training Activities
<b>Description of the activity</b>	Students will write motivational letters and those who have a high motivation, artistic skills and are good at English will be selected. Also, some students who lack motivation and are from social risky families will be selected by teachers. The main goals of all the activities are to get acquainted with the artistic skills that students have and how to use those skills in making our environment cleaner, safer, how to renew old, unnecessary things and make them useful, using the artistic skills. The main goals will be the following: 1. To find out students' awareness about recycling/ upcycling using the artistic approach (surveys). 2. To have the exhibition of recycled things (workshops) 3. To make a piece of music with musical instruments from recycled materials, record it (workshops) 4. To have the fashion show of renewed clothes, make a video (workshops). 5. To try DJ, designer, singer, musician, model's professions and make portfolios 6. To make a final concert, fashion show, make a video. 7. To make lesson plans, tutorials. 8. To strengthen bonds with our community and neighbouring districts
<b>Country of Venue</b>	Lithuania
<b>No. of Participants</b>	12
<b>Participants with Fewer Opportunities (out of total number of Participants)</b>	4
<b>Accompanying Persons (out of total number of Participants)</b>	8
<b>Is this a long-term activity?</b>	false
<b>Funded Duration (days)</b>	168
<b>Participating Organisations</b>	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu, Kaunas r Neveronys Gymnasium, ENSINUS - Estudos Técnicos e Profissionais SA, Liceo Classico e linguistico R Settimo, KAYA KARAKAYA GUZEL SANATLAR LISESI

<b>Activity No.</b>	A3
<b>Field</b>	School Education
<b>Activity type</b>	Learning, Teaching, Training Activities
<b>Description of the activity</b>	<p>At this stage of the project, the Portuguese school will host students and teachers to bring their expertise in entrepreneurial projects. Portugal has long been working in Junior achievement projects and as an eTwinning and UNESCO school can also bring value to this art based project. A group of 30 students, 16 which from partner schools, and 12 teachers, will learn the phased methodology of the management canva model and apply it to a thorough self assessment of their own ideas and mindset regarding the final outcome of this project. Along the week, participants will attend a seminar with several experts and producers, participate in two workshops: one in Entrepreneurship and the other to disclosure an outcome " Be your brand". They will also have the opportunity to meet cultural managers and artists, visit cultural organisations as museums, theatres and art galleries, as well as visit trendy collaborative hubs where they will learn how they can share resources with other artists. They will have the opportunity to visit cultural heritage sites which will add value to their aesthetic experience and a multicultural awareness of community longevity and presence in this part of Europe. Students will be challenged to keep records of their activities to later develop a final outcome. At an individual level, they will produce a self reflexion video which they will include in their portfolio. At a pair or group level, students will choose a media to disseminate their experience at the hosting country: either record a podcast for the school radio, write an entry for the project blog, interview one of the seminar speakers, the workshops' presenters, or artists met in field trips. They can also prepare an exhibition of photos or art works related to the different activities of the week.</p>
<b>Country of Venue</b>	Portugal
<b>No. of Participants</b>	13
<b>Participants with Fewer Opportunities (out of total number of Participants)</b>	3
<b>Accompanying Persons (out of total number of Participants)</b>	8
<b>Is this a long-term activity?</b>	false
<b>Funded Duration (days)</b>	168
<b>Participating Organisations</b>	<p>II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyśle, ENSINUS - Estudos Técnicos e Profissionais SA, Kaunas r Neveronys Gymnasium, Liceo Classico e linguistico R Settimo, KAYA KARAKAYA GUZEL SANATLAR LİSESİ</p>

<b>Activity No.</b>	A4
<b>Field</b>	School Education
<b>Activity type</b>	Learning, Teaching, Training Activities
<b>Description of the activity</b>	<p>The participants aged from 16 to 18 will be selected by taking into consideration some fundamental criteria like motivation, English knowledge and interests in the project. Since the aim of the mobility is "Design a project", the students will learn how to plan it, defining, step by step, the objectives, schedule, roles, responsibilities, strategies to get the goals and results. This will increase their managerial and organizational skills, making them aware of the importance to get an entrepreneurial mindset and exploit all the competences acquired in a Art working field. They will implement their capacity to cooperate and work in a collaborative way, making responsible choices and enhancing their creativity and self confidence. They will improve their English, digital and learning skills as well. To fulfil this purpose we will organize some Art, Theatre, Music and Dance workshops in which students will be engaged. They will use recycled materials to draw paintings, create the scenery of the stage and the coreography of the play, so they will develop an awareness of how sustainability is a social challenge and not only an environmental one. There will be an exhibition of their hand made products displayed in galleries and also a theatrical performance. Some learners will prepare touristic booklets to give information about the cultural and historical sites they will visit and also to get acquainted with Sicilian heritage and traditions. During all the activities students will be leaded and supported by professionals, producers, actors and local organizations will be involved as well . As regards the results, an initial self assessment, through a questionnaire, will be carried out to assess what are the students' prerequisites in the artistic field and decide what art workshop will be suited to them. Through a final survey, the teachers will evaluate students' actions, competences, skills acquired and the progresses made by learners. They will also gain information about the specific goals achieved and if the methodological strategies used have been efficacious and inclusive. To asses their transversal skills students will elaborate portfolios aimed to include all the accomplished works and other educational evidence of their learning progress and growth achievements for example: notes, graphics, written assignments, videos, multimedia presentation, photos and so on . Students will also get their certificates .Art exhibitions, in which all the students' outputs will be displayed, will emphasize their talents and achieved skills, showing the local community the work done. A video will be make of art, dance and theatrical exhibitions .The activities will be disseminated through media.</p>
<b>Country of Venue</b>	Italy
<b>No. of Participants</b>	15
<b>Participants with Fewer Opportunities (out of total number of Participants)</b>	5
<b>Accompanying Persons (out of total number of Participants)</b>	10
<b>Is this a long-term activity?</b>	false
<b>Funded Duration (days)</b>	210
<b>Participating Organisations</b>	<p>Il Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu, Liceo Classico e linguistico R Settimo, Kaunas r Neveronys Gymnasium, ENSINUS - Estudos Técnicos e Profissionais SA, KAYA KARAKAYA GUZEL SANATLAR LISESI</p>

<b>Activity No.</b>	A5
<b>Field</b>	School Education
<b>Activity type</b>	Learning, Teaching, Training Activities
<b>Description of the activity</b>	Our school Kaya Karakaya is a fine arts school. We train artists students with a high level of creativity and knowledge of a new technologies. We have a well resourced learning environment
<b>Country of Venue</b>	Türkiye
<b>No. of Participants</b>	11
<b>Participants with Fewer Opportunities (out of total number of Participants)</b>	5
<b>Accompanying Persons (out of total number of Participants)</b>	8
<b>Is this a long-term activity?</b>	false
<b>Funded Duration (days)</b>	166
<b>Participating Organisations</b>	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu, Kaunas r Neveronys Gymnasium, Liceo Classico e linguistico R Settimo, ENSINUS - Estudos Técnicos e Profissionais SA, KAYA KARAKAYA GUZEL SANATLAR LİSESİ

  

<b>Activity No.</b>	A1
<b>Field</b>	School Education
<b>Activity type</b>	Learning, Teaching, Training Activities
<b>Description of the activity</b>	<p>The aim of the mobility is to make students aware of the fact how artistic they are, what they are really interested in . We want to provide them with different kinds of workshops to make them familiar with varies kinds of art, they might have never tried. We are planing to organise : theatre workshop, photography workshop, dancing workshop, music workshop, painting or clay workshop and digital art workshop. As we are not an art school we are going to engage local organisation to help us. All the workshops will be organised by professionals who have a lot of experience and knowledge. Our participants will have a chance not only to learn about different arts but also try them. The final result will be the exhibition of students' work and performances,</p> <p>which we are going to record. We are going to prepare a special questionnaires that will be completed by participants at the beginning and at the end of the mobility. They let us measure the outcome of the work during the mobility We will see students' attitude to differend kind of arts before and after the colaborative work. All the participants will receive the certificates.</p> <p>All the participants will have an opportunity to visit cultural organisations like e.g the amateur theatre in Kazimierzowski Castle, the oldest amateur theatre in Poland and presumably the oldest one in Europe, they will also visit the factory manufacturing bells, which are recognised all over the world and the only meuseums e.g. Bells and Pipes museum in Poland. All the students participating in the project will be involved. After coming back to the schools students will share their experience with the participants who have not taken part in the mobility. They will present the recordings, and share the knowledge and skills they gained during the mobility.</p>
<b>Country of Venue</b>	Poland, Portugal
<b>No. of Participants</b>	13
<b>Participants with Fewer Opportunities (out of total number of Participants)</b>	3
<b>Accompanying Persons (out of total number of Participants)</b>	8
<b>Is this a long-term activity?</b>	false
<b>Funded Duration (days)</b>	168
<b>Participating Organisations</b>	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu, ENSINUS - Estudos Técnicos e Profissionais SA, Kaunas r Neveronys Gymnasium, Liceo Classico e linguistico R Settimo, KAYA KARAKAYA GUZEL SANATLAR LİSESİ

## Participants in Learning/Teaching/Training Activities

### Participants' Profile

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

The participants were chosen according to different criteria depending on each country's specific settings. Essential aspects were the students' motivation, knowledge of English, and interest in the topic. We used a wide variety of methods centering on the project and product-based learning, which brought forward various creative products and student actions – creating a portfolio, designing their own project, showcasing their art proposals - thus combining cognitive, emotional and hands-on learning.

The aim of the first mobility in Poland was to make 14-19 year-old students aware of the fact how artistic they were, what they were really interested in.

Theatre workshop, photography workshop, dancing workshop, music workshop, painting and clay workshops, digital art workshop were provided.

Lithuanian students, as every foreign participant as well, wrote motivational letters and those who had a high motivation, artistic skills and were good at English were selected. Also, some students who lack motivation and were from social risky groups were selected by teachers. The main goals of all the activities during mobility in Lithuania were to get acquainted with the artistic skills that students had and how to use those skills in making our environment cleaner.

In Portugal of 14-19 year-old students attended some seminars with several experts and producers and were challenged to keep records of their activities to later develop a final outcome. At an individual level, they produced a self reflexion video which they included in their portfolio. At a pair or group level, students chose a media to disseminate their experience.

The Italian participants aged from 16 to 19 were selected by taking into consideration some fundamental criteria like motivation, English knowledge and interests in the project. Some Art, Theatre, Music and Dance workshops, in which students were engaged, were successfully organized. Students used recycled materials to draw paintings, created the scenery of the stage and the coreography of the play, so they developed an awareness of how sustainability was a social challenge and not only an environmental one.

Turkish students age ranges from 15 to 19, were trained to develop arts literacy skills. In addition, they also took lessons from which they would gain in the general culture such as of Turkish and western practices. During mobility in Turkey activities, that students were showcasing their skills and talents in an Arts context, were arranged. Students participated in art painting and eco art (recycle/upcycle) workshops and exhibition. They developed awareness and engagement with environment concepts and issues help to solved with that they would develop qualities of resourcefulness. All participants were able to have hands on workshops in making their own design products. On this way, they developed focus, creativity and discipline.

### Participants' Recognition

Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?

NO

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

## Follow-up

The following question represents your feedback to the European Commission about application, implementation and reporting procedures for your Erasmus+ project. When answering this question, please take into account the opinion of organisations involved in your project.

Do you consider that the procedures applicable to your project were proportionate and simple?

NO

The following questions should be addressed taking into account effects on the coordinator organisation and partner organisations (including associated partners, if any).

Do you consider that your organisations have developed high-quality practices as a result of their participation in Erasmus+ Key Action 2?

NO

Please provide more information about your reply: what type of high-quality practices you developed or did not manage to develop? Why?

We did not manage to develop any type of high-quality practices because of the lack of experience.

## Impact

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

The main expected impact is to trigger off the curricula. Therefore, the expected impacts on students are the following 1. To bring about the awareness how to use artistic skills in future careers, businesses 2. To improve students' linguistic, social and cultural competences, and raise their motivation. 3. To feel more as the EU citizens The organisations will become more attractive as they offer students' participation in international projects. This will develop the competitiveness of the school and potentially increase the number of students. They will have the possibility to change the curricula paying more attention to arts and students' future careers.

The four-dimensional evaluation plan addressed students, teachers, schools and institutions including surveys as well as interviews in order to secure quantitative and qualitative monitoring of our progress. Our acquired knowledge and know-how on the topics abridged in the project enabled us to act and implement different measures designed for each student's needs and capacities made our schools more inclusive. As many people as possible - students, teachers, parents, schools within our municipalities and various institutions involved in art, sustainability and entrepreneurial projects, were involved in the project. This has been having a long-term impact since we all benefit from new initiatives that are triggered to upgrade school curricula and the student's mindset regarding their own future.

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

At the local level there were carried trainings on the school learners in the region. At the national and international levels there are the dissemination of the results which will be the art project based learning kit, placed in social medias, and the Academic paper which has been published in an International Journal of Communication and Art IJCOMAR. This is a journal that publishes theoretical or research-oriented articles / studies from all areas of Communication and Art disciplines and sub-disciplines. It is expected to establish disciplinary and interdisciplinary interests in the studies planned to be published in the journal. The aim is to be a discussion area for new approaches that take the current, historical and future on the axis.

These results could help others to monitor students' choice in choosing a career as an artist. Results will be shared in eTwinning system, will be created a group of the schools interested in the subject and ready to use the toolkit for the development of e Twinning projects.

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

Future Art class kits, a portable curriculum guide to plan an art project based learning was also created to guide and inspire others who have the same interests in artistic field. Each hosting school gave contribution to create kits that were uploaded, exploiting various tools, materials and resources. Specifically, Polish partner prepared a tutorial about in how to prepare a questionnaire to measure students' artistic skills and a tutorial on the preparation of a theatrical performance. Italian partner prepared a tutorial about designing a workshop and a video of a dance workshop. Turkish partner created a tutorial in digital arts painting and in preparation of chorus and orchestra music presentation. Lithuanian partner prepared a self assessment grid on artistic skills to be applied in the beginning of the How artistic am I am. Portuguese partner made templates of portfolios and a tutorial to allow students to deepen this field . It were also prepared a self assessment grid on entrepreneurial skills to be applied in the beginning of the Entrepreneurship module. A tutorial about how to organize a seminar was prepared too.



## Dissemination and Use of Project Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

All the five partners came to an agreement about responsibilities of the project dissemination as follows :Poland was responsible for managing Instagram, Lithuania Facebook, Portugal ran assessments and surveys, Italy created a blog/website and Turkey took responsibility for etwinning. Communication among the partners, was constantly guaranteed by social media that allowed the participants to be aware of how our project enjoyed public approval and if it lived up to our expectations. Future Art class kits, a portable curriculum guide to plan an art project based learning was also created to guide and inspire others who have the same interests in artistic field.

IJCOMAR, where the Academic paper has been published, is an international journal that publishes theoretical or research-oriented articles / studies from all areas of Communication and Art disciplines and sub-disciplines. It is expected to establish disciplinary and interdisciplinary interests in the studies planned to be published in the journal. The aim is to be a discussion area for new approaches that take the current, historical and future on the axis.

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

Partners agreed on the variety of activities that were carried out: 1.To develop guidelines and templates relating to ensure common visual identity of projects activities 2. All partners were responsible for updating and maintainance of the project blog, starting from the beginning of the project lifetime, also there were set up social media profiles (Facebook, Instagram). All the partners had the responsibility to contribute to periodically and provide relevant information to be uploaded. 3. Project partners carried out a campaign through traditional and non-traditional media outlets to share the results. 4. Also, partners were active communicating by emails with targer group audiences. 5. At least 2 informal dissemination events were carried out by each partner. Every partner were responsible for sharing the results. The Polish school were sharing our project results and experience on Instagram, the Lithuanian school was responsible for Facebook page, The Portuguese partner was responsible for assessment and survey, the Italian partner created a blog, the Turkish partners were responsible for e Twinning. Future Art class kits, a portable curriculum guide to plan an art project based learning was also created to guide and inspire others who have the same interests in artistic field. Each hosting school gave contribution to create kits that were uploaded, exploiting various tools, materials and resources. Specifically, Polish partner prepared a tutorial about in how to prepare a questionnaire to measure students' artistic skills and a tutorial on the preparation of a theatrical performance. Italian partner prepared a tutorial about designing a workshop and a video of a dance workshop. Turkish partner created a tutorial in digital arts painting and in preparation of chorus and orchestra music presentation. Lithuanian partner prepared a self assessment grid on artistic skills to be applied in the beginning of the How artistic am I am. Portuguese partner made templates of portfolios and a tutorial to allow students to deepen this field . It were also prepared a self assessment grid on entrepreneurial skills to be applied in the beginning of the Entrepreneurship module.

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

The International Journal of Communication and Art, in which our academic article is published, is designed for prompt publication of original and significant articles on all aspects of Communication and media studies. This journal intends to serve as a forum of social scientists, especially those who share common interests in the understanding of various problems related to contemporary society.

Future Art class kits, a portable curriculum guide to plan an art project based learning was also created to guide and inspire others who have the same interests in artistic field. Each hosting school gave contribution to create kits that were uploaded, exploiting various tools, materials and resources. All partners used different interactive technologies to share and disseminate the project outcomes. Digital photos, videos, tutorials, podcasts, power point presentations of the activities, data, researches, surveys, were shared and edited through the most popular forms of platform and make them accessible to all people who want to stay up to date with Art projects. The project results are spread on social media. The competences acquired on the learning mobility are disseminated across the schools, integrated into all school-partners teaching practice, in eTwinning and promoted in media like Facebook, Twitter, Instagram, YouTube and project's website "Build up Y(Our)Future Through Arts".

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

There are no limitations to our results. Our results are shared in the English language and all national languages of partners. In order to increase visibility, announcements for the open availability of the material will be distributed to the various networks that the partners usually use . We were successful at updating and maintainance of the project blog and results, starting from the beginning of the project lifetime,. Also there were set up social media profiles (Facebook, Instagram) which are available to be used by those who are interested in our KITS. All partners used different interactive technologies to share and disseminate the project outcomes. Digital photos, videos, tutorials, podcasts, power point presentations of the activities, data, researches, surveys, were shared and edited through the most popular forms of platform and make them accessible to all people who want to stay up to date with Art projects. Students ,sharing responsibilities in group works and collaborating with their teachers, spread the project results on social media making them available to other schools. The International Journal of Communication and Art IJCOMAR, in which our academic article is published, is designed for prompt publication of original and significant articles and intends to serve as a forum of social scientists and is available for everyone. The project results are widely spread on social media. The competences acquired on the learning mobility are disseminated across the schools, integrated into all school-partners teaching practice, in eTwinning and promoted in media like Facebook, Twitter, Instagram, YouTube and project's website "Build up Y(Our)Future Through Arts" and are available for everyone.

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

The International Journal of Communication and Art IJCOMAR, where our Academic article is published, is designed for prompt publication of original and significant articles on all aspects of Communication and media studies. The journal also covers ethical issues and counselling. It aims to serve as a forum for those who are engaged in marketing communications, communication management, mass and new media, development communication, culture studies, organisational communication. Raising issues across disciplinary boundaries and facilitating exchange of views, this journal intends to serve as a forum of social scientists, especially those who share common interests in the understanding of various problems related to contemporary society. The data collected during the project and the research conducted can be used to prepare new projects.

## Sustainability

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

This project allows schools to give their teachers and other educational staff some important opportunities to acquire new competences linked to the needs of the school, improve their skills in teaching and broaden their horizons by taking part on Erasmus project. Such activities have multiple benefits both for the teachers and students participants and for their school such as enhanced language skills, innovative teaching methods, diverse arts skills and European practices awareness. School management play an active role in planning, supporting and following up the mobility project. The competences acquired on the learning mobility will be disseminated across the school, integrated into the school teaching practice, in eTwinning and promoted in media like Facebook, Twitter, Instagram, YouTube and website. Our project output continually give guidance and inspiration through KIT and scientific paper that we prepared.

## European Language Label

The European Language Label is an award set up by the European Commission as part of the Erasmus+ programme. Its objectives are to recognise excellent projects in the area of multilingualism, to help sharing their results, and to promote public interest in language learning.

European Language Labels are awarded in each EU member state and in third countries associated to Erasmus+. The labels are awarded either on annual or biannual basis, depending on the country. You can learn more about the European Language Label on the Europa web, [here](#):

European language initiatives

Thanks to having completed a Key Action 2 cooperation partnership project, your organisation has the opportunity to apply for the European Language Label.

**Please note that applying for the European Language Label will not influence the evaluation of your final report in any way. All the information provided in replies to questions in this section will be used exclusively in the selection procedures for the European Language Label.**

Would you like to apply for the European Language Label?

NO

## Budget

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

### Budget summary

OID of the Organisation	Name of the Organisation	Country of the Organisation	Project Management and Implementation	Transnational Project Meetings	Project Results	Multiplier Events	Learning/Teaching/Training Activities				Inclusion support for participants	Inclusion Support for organisation	Exceptional Costs	Exceptional Costs - Guarantee	Total (Calculated)
							Travel	Individual Support	Linguistic support	Exceptional Costs for Expensive Travel					
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	12 000€	1 520€	888€	0€	8 130€	12 432€	0€	0€	0€	0€	0€	0€	34 970€
E10217804	KAYA KARAKAYA GUZEL SANATLARI LİSESİ	Türkiye	6 000€	3 040€	888€	0€	8 640€	12 432€	0€	0€	0€	0€	0€	0€	31 000€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	6 000€	2 280€	3 014€	0€	10 680€	11 214€	0€	0€	0€	0€	0€	0€	33 188€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	6 000€	2 300€	888€	0€	7 620€	12 432€	0€	0€	0€	0€	0€	0€	29 240€
E10063877	Liceo Classico e linguistico R. Settimo	Italy	6 000€	1 520€	2 568€	0€	8 130€	12 432€	0€	0€	0€	0€	0€	0€	30 650€
			36 000€	10 660€	8 246€	0€	43 200€	60 942€	0€	0€	0€	0€	0€	0€	159 048€

### Project total amount

**Project Total Amount Reported (Calculated)** 159 048,00

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

## Project Management and Implementation

OID of the Organisation	Role of the Organisation	Name of the Organisation	Country of the Organisation	Total
E10063877	Partner Organisation	Liceo Classico e linguistico R Settimo	Italy	6 000€
E10145187	Applicant Organisation	Kaunas r Neveronys Gymnasium	Lithuania	12 000€
E10109658	Partner Organisation	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	6 000€
E10193598	Partner Organisation	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	6 000€
E10217804	Partner Organisation	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	6 000€
				36 000€

## Transnational Project Meetings

OID of the Organisation	Name of the Organisation	Country of the Organisation	Total No. of Meetings	Total No. of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	1	2	>= 2000 km	760	1 520€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	2	4	>= 2000 km	760	3 040€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	2	3	>= 2000 km	760	2 280€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	2	4	100 - 1999 km	575	2 300€
E10063877	Liceo Classico e linguistico R Settimo	Italy	1	2	>= 2000 km	760	1 520€
							10 660€

## Project Results

OID of the Organisation	Name of the Organisation	Country of the Organisation	Result Identification	Category of Staff	No. of Working Days	Grant per Day	Total (Calculated)
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	R1	Administrative support staff	0	47	0€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	R1	Youth Workers	0	74	0€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	R1	Managers	0	88	0€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	R1	Teachers/Trainers /Researchers	12	74	888€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	R1	Technicians	0	55	0€



E10217804	KAYA KARAKAYA GUZEL SANATLAR LISESI	Türkiye	R1	Administrative support staff	0	47	0€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LISESI	Türkiye	R1	Youth Workers	0	74	0€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LISESI	Türkiye	R1	Managers	0	88	0€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LISESI	Türkiye	R1	Teachers/Trainers /Researchers	12	74	888€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LISESI	Türkiye	R1	Technicians	0	55	0€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	R2, R1	Administrative support staff	0	78	0€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	R2, R1	Youth Workers	0	137	0€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	R2, R1	Managers	0	164	0€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	R2, R1	Teachers/Trainers /Researchers	22	137	3 014€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	R2, R1	Technicians	0	102	0€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyslu	Poland	R1	Administrative support staff	0	47	0€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyslu	Poland	R1	Youth Workers	0	74	0€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyslu	Poland	R1	Managers	0	88	0€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyslu	Poland	R1	Teachers/Trainers /Researchers	12	74	888€



E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyśle	Poland	R1	Technicians	0	55	0€
E10063877	Liceo Classico e linguistico R Settimo	Italy	R1	Administrative support staff	0	131	0€
E10063877	Liceo Classico e linguistico R Settimo	Italy	R1	Youth Workers	0	214	0€
E10063877	Liceo Classico e linguistico R Settimo	Italy	R1	Managers	0	280	0€
E10063877	Liceo Classico e linguistico R Settimo	Italy	R1	Teachers/Trainers /Researchers	12	214	2 568€
E10063877	Liceo Classico e linguistico R Settimo	Italy	R1	Technicians	0	162	0€
					70		8 246€

## Learning/Teaching/Training Activities

### Travel

OID of the Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Field	Distance Band	Travel Grant per Participant	No. of participants	Exceptional costs for expensive travel	Total (Calculated)
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	A3	School Education	2000 - 2999 km	878	6	0€	5 268€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	A4	School Education	2000 - 2999 km	878	6	0€	5 268€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	A5	School Education	2000 - 2999 km	878	6	0€	5 268€
E10145187	Kaunas r Neveronys Gymnasium	Lithuania	A1	School Education	500 - 1999 km	793	6	0€	4 758€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	A2	School Education	2000 - 2999 km	878	6	0€	5 268€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	A3	School Education	4000 - 7999 km	0	0	0€	0€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	A4	School Education	2000 - 2999 km	878	12	0€	10 536€
E10217804	KAYA KARAKAYA GUZEL SANATLAR LİSESİ	Türkiye	A1	School Education	2000 - 2999 km	878	6	0€	5 268€

E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	A2	School Education	2000 - 2999 km	878	6	0€	5 268€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	A4	School Education	2000 - 2999 km	878	6	0€	5 268€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	A5	School Education	4000 - 7999 km	1 270,33	6	0€	7 622€
E10109658	ENSINUS - Estudos Técnicos e Profissionais SA	Portugal	A1	School Education	2000 - 2999 km	934	4	0€	3 736€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	A2	School Education	500 - 1999 km	793	6	0€	4 758€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	A3	School Education	2000 - 2999 km	878	6	0€	5 268€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	A4	School Education	500 - 1999 km	793	6	0€	4 758€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	A5	School Education	2000 - 2999 km	878	6	0€	5 268€
E10193598	II Liceum Ogólnokształcące im. prof. Kazimierza Morawskiego w Przemyślu	Poland	A1	School Education	2000 - 2999 km	0	0	0€	0€
E10063877	Liceo Classico e linguistico R Settimo	Italy	A2	School Education	2000 - 2999 km	878	6	0€	5 268€
E10063877	Liceo Classico e linguistico R Settimo	Italy	A3	School Education	2000 - 2999 km	878	6	0€	5 268€
E10063877	Liceo Classico e linguistico R Settimo	Italy	A5	School Education	2000 - 2999 km	878	6	0€	5 268€
E10063877	Liceo Classico e linguistico R Settimo	Italy	A1	School Education	500 - 1999 km	793	6	0€	4 758€
							118	0€	104 142€

## Individual Support

### Short-term Learning, Teaching and Training Activities



OID of the Organisation	Name of the Organisation	Country of the Organisation	Activity No.	Field	Country of Destination	Participants (Without Accompanying Persons)						Accompanying Persons						Total (Calculated)
						Funded Duration (days) - Physical Activity	Funded Duration (days) - Virtual Activity	No. of Participants (Without accompanying persons)	Grant per Participant - Physical Activity	Grant per Participant - Blended Activity	Grant per Participant - Virtual Activity	Funded Duration (days) - Physical Activity	Funded Duration (days) - Virtual Activity	No. of Accompanying Persons	Grant per Accompanying Person - Physical Activity	Grant per Accompanying Person - Blended Activity	Grant per Accompanying Person - Virtual Activity	
E1014 5187	Kaunas r Nevero nys Gymnasium	Lithuania	A3	School Education	Portugal	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1014 5187	Kaunas r Nevero nys Gymnasium	Lithuania	A4	School Education	Italy	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1014 5187	Kaunas r Nevero nys Gymnasium	Lithuania	A5	School Education	Türkiye	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1014 5187	Kaunas r Nevero nys Gymnasium	Lithuania	A1	School Education	Poland	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1021 7804	KAYA KARA KAYA GUZEL SANAT LAR LİSESİ	Türkiye	A2	School Education	Lithuania	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1021 7804	KAYA KARA KAYA GUZEL SANAT LAR LİSESİ	Türkiye	A3	School Education	Portugal	28	0	4	0€	0€	0€	14	0	2	0€	0€	0€	0€
E1021 7804	KAYA KARA KAYA GUZEL SANAT LAR LİSESİ	Türkiye	A4	School Education	Italy	56	0	8	406€	406€	0€	28	0	4	742€	742€	0€	6 216€
E1021 7804	KAYA KARA KAYA GUZEL SANAT LAR LİSESİ	Türkiye	A1	School Education	Poland	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€





E1010 9658	ENSIN US - Estudo s Técnic os e Profissi onais SA	Portug al	A2	School Educati on	Lithuan ia	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1010 9658	ENSIN US - Estudo s Técnic os e Profissi onais SA	Portug al	A4	School Educati on	Italy	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1010 9658	ENSIN US - Estudo s Técnic os e Profissi onais SA	Portug al	A5	School Educati on	Türkiye	26	0	4	304,5€	304,5€	0€	14	0	2	742€	742€	0€	2 702€
E1010 9658	ENSIN US - Estudo s Técnic os e Profissi onais SA	Portug al	A1	School Educati on	Poland	14	0	2	406€	406€	0€	14	0	2	742€	742€	0€	2 296€
E1019 3598	II Liceum Ogolno kształc ace im. prof. Kazimi erza Moraw skiego w Przem ysłu	Poland	A2	School Educati on	Lithuan ia	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1019 3598	II Liceum Ogolno kształc ace im. prof. Kazimi erza Moraw skiego w Przem ysłu	Poland	A3	School Educati on	Portug al	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€



E1019 3598	II Liceum Ogolno kształc ace im. prof. Kazimi erza Moraw skiego w Przem yslu	Poland	A4	School Educati on	Italy	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1019 3598	II Liceum Ogolno kształc ace im. prof. Kazimi erza Moraw skiego w Przem yslu	Poland	A5	School Educati on	Türkiye	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1019 3598	II Liceum Ogolno kształc ace im. prof. Kazimi erza Moraw skiego w Przem yslu	Poland	A1	School Educati on	Portug al	14	0	2	0€	0€	0€	0	0	0	0€	0€	0€	0€
E1006 3877	Liceo Classic o e linguisti co R Settim o	Italy	A2	School Educati on	Lithuan ia	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1006 3877	Liceo Classic o e linguisti co R Settim o	Italy	A3	School Educati on	Portug al	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1006 3877	Liceo Classic o e linguisti co R Settim o	Italy	A5	School Educati on	Türkiye	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
E1006 3877	Liceo Classic o e linguisti co R Settim o	Italy	A1	School Educati on	Poland	28	0	4	406€	406€	0€	14	0	2	742€	742€	0€	3 108€
						586	0	84				294	0	42				60 942 €

## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.  
The maximum number of all attachments is 100.

## Declaration on honour

Please download the declaration on honour, print it, have it signed by the legal representative and attach.

## Other documents

Please attach any other relevant documents.  
If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#)

## List of documents

No	Name	File size (kB)	Type of document
0	Declaration of Honour.pdf	516	Declaration on honour
Total size (kB)		516	

## Checklist

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

- You have uploaded the relevant results on the Erasmus+ Project Results platform: <http://ec.europa.eu/programmes/erasmus-plus/projects/>
- All necessary information on your project has been encoded in Beneficiary Module;
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement;
- All the relevant documents are annexed:
- Declaration on 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 your records.

### Conditions for the Final report submission

Final report can only be submitted if:

- All mandatory fields in the report have been filled in
- Reported Budget is greater than zero, see Budget
- All fewer opportunities participants in the project have a reason declared in the Fewer opportunities section
- Declaration on Honour has been uploaded
- Checklist has been fulfilled
- Participating organisations involved in activities are valid throughout the entire duration of the activities.