Erasmus+

JAITEK TECNOLOGÍA Y FORMACIÓN SL

- Erasmus+
- Servicio Español para la Internacionalización de la Educación (SEPIE)
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- Strategic Partnerships for vocational education and training
- Call 2016
- Round 1
- Grant Agreement Number 2016-1-ES01-KA202-025410
- Report Type Final
- Date of submission 07/03/2019

Mariano Sanz
Name of legal representative

Main content:	Report Form
Number of attachments:	4

General Information

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

- General Information
- Inactive Organisations within Project Activities
- Context: this section resumes some general information about your project;
- Project Summary: this section summarises your project and the organisations involved as partners;
- Description of the Project: in this section, you are asked to give information about the objectives and topics addressed by your project;
- Project Management
- 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;
- Follow-up
- Budget: this section gives a detailed overview of the final amount of the EU grant you request;
- Annexes: additional documents that are mandatory for the completion of the report;

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+

Inactive Organisations within Project Activities

Entity	Activity			Organisation			
	Identification	Start Date	End Date	PIC	Legal Name	Partnership Entry Date	Partnership Withdrawal Date

1. 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	Strategic Partnerships for vocational education and training
Main Objective of the project	Innovation
Call	2016
Round	Round 1
Report Type	Final
Language used to fill in the form	EN

1.1. Project Identification

Grant Agreement Number	2016-1-ES01-KA202-025410
Project Title	Flipping Framework Including VET Resources for Social Training
Project Acronym	FLIPPING FIRST
Project Start Date (dd-mm-yyyy)	01/09/2016
Project End Date (dd-mm-yyyy)	30/11/2018
Project Total Duration (months)	27
Beneficiary Organisation Full Legal Name (Latin characters)	JAITEK TECNOLOGÍA Y FORMACIÓN SL

1.2. National Agency of the Beneficiary Organisation

Identification	Servicio Español para la Internacionalización de la Educación (SEPIE)

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact_en

2. Project Summary

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

Please provide a short summary of the completed project.

Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications or when giving information on a completed project. It will also feed the Erasmus+ Dissemination platform (see annex III of Programme Guide on dissemination guidelines). Main elements to be mentioned are:

- Context/background of the project;

- Objectives;

- Number and profile of participating organisations;

- Description of undertaken main activities;

- Results and impact attained;

- If relevant, longer-term benefits.

Please be concise and clear.

Flipping First has to do with teachers using active methodologies to improve motivation of students and to make the learning process more effective for them.

FLIPPING FIRST project main objective of creating a framework to promote teachers to use FlipClass methodologies in VET. The main trend was looking at Flipped Classroom concept as the basis for a more general change of model which raises to a more "Student Centered" education, and therefore having a model of 'open school'.
Specific objectives where to provide teachers with training to be able to use the methodology, and also with resources and courses to test the methodology with their students in 2 areas, Entrepreneurship and Tourism. This was done using

The project partnership comprises of six partners in six European countries: Poland (INNEO - Studio Twórczego Rozwoju), Hungary (SZÁMALK-Szalézi Szakközépiskola), UK (Exponential Training & Assessment Limited), Belgium (ARTEVELDEHOGESCHOOL), Netherlands (Stichting Kenniscentrum Pro Work) and Spain (Jaitek Tecnología y Formación SL).

Tangible results of the project are:
- 10 video resources for teacher training, all of them in the 5 languages of the project (English, Spanish, Polish, Hungarian and Dutch)
- 10 video resources for Enterpreunership also in the 5 languages as
- the 10 resources for Tourism

The 150 videos developed are all available in the Project Youtube Channel which has more than 6 thousand views.
All the videos are classified by language and theme in playlists.

Whit the resources, we have created 8 courses, also in all the languages. They have been created in the project moodle and are available for the teachers to learn about the methodology and tools, and for students so that their teachers can test right away the methodology with them.

Of course the project has also created a web site and dissemination materials and several newsletters, all of them accessible through the website.

The project will start with the development of the common communication and management tools and reports:1. Website, 2. Promotional materials.3. Dissemination Plan (communication and social networks) 4. Newsletters. (each six months in all partners languages)5. Evaluation Plan. 6. Exploitation plan. (To do during the last 5 months of project)

The main activities of the project were:
1. to create a FLIPCLASS HANDBOOK, which is a guide for teachers on how to use the methodology, together with the online environment of the project.
2. To develop FLIPCLASS RESOURCES, where a total of 150 videos have been created, using Camtasia software, 30 in each language, for both teachers (teacher Training) and students (Entrepreneurship and Tourism)

Besides those, we also:
3. Create an online FRAMEWORK, based on a LMS as moodle, which was also enhanced by an installation of an eportfolio as Mahara.
In these environment, 48 courses were created, 8 for each country in the project. Of those 4 were directly for teacher training
4. Pilot the results with teachers and students, with at least 1300 participants among all the countries
5. Make a Report with the results of all the questionnaires online answered by the participants

The project had 5 transnational partner meetings to discuss project progress, resolve operational and financial issues and elaborate on project activities and ensuring the aims and outcomes planned were achieved.
There was also one Staff training activity, and multiplier events in all the countriesto disseminate and expand results of the project.
Dissemination of the project done by the partners will cover all levels, local, regional, national and European.

The project was presented in the the " I CONGRESO INTERNACIONAL Y V CONGRESO PSICOEDUCATIVO: EDUCANDO EL FUTURO", held in Burgos (Spain) 23rd and 24th of November 2018, and included in the "Minutes Book" of the congress, with the same title "Flipping First: flipping the class, flipping the methodology", and also an academic paper will be published with the title "Flipping First: an innovation proyecto in education through Flipped Classroom methodology"

Sustainability will be achieved due to the partnership, which already has strong relations with several associations of educational institutions and work regularly with teachers"

2.1. Summary of participating organisations

Role of the Organisation	PIC 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	939826987	JAITEK TECNOLOGÍA Y FORMACIÓN SL	Spain	Small and medium sized enterprise		01/09/2016	30/11/2018

Partner	986308514	ARTEVELDEHOGESCHOOL	Belgium	Other		01/09/2016	30/11/2018
Partner	945196519	SZÁMALK-Szalézi Szakgimnázium	Hungary	Non-governmental organisation/association		01/09/2016	30/11/2018
Partner	950816893	Stichting Kenniscentrum Pro Work	Netherlands	Other		01/09/2016	30/11/2018
Partner	948846726	OSRODEK SZKOLENIOWO-BADAWCZY INNEO	Poland	Non-Profit making cultural organizations		01/09/2016	30/11/2018
Partner	945069352	Exponential Training & Assessment Limited	United Kingdom	Small and medium sized enterprise		01/09/2016	30/11/2018

Total number of participating organisations	6

2.2. Other Organisations

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

Please identify those organisations in the table below:

Name of the Organisation	Country of the Organisation	City
Centro de Formación Concertado Padre Piquer	Spain	Madrid
Negocios y Networking	Spain	Madrid
Universidad Autónoma Madrid (UAM) - Facultad de Formación de Profesorado y Educación	Spain	Madrid
IES JOSÉ RAMON OTERO		Madrid
IES La Cañuela	Spain	Yuncos
SZAMALK-Szalezi Post Secondary Vocational School	Hungary	Budapest
Deltion College	Netherlands	Zwolle

Pontes College	Netherlands	Zierikzee
Wellant College	Netherlands	Klaaswaal
Danemill School, Enderby	United Kingdom	Leicester
Cliffordbridge School, Coventry	United Kingdom	Coventry
Provinciaal Handels- en taalinstituut	Belgium	Gent
Virgo Sapieninstituut	Belgium	Londerzeel
KTA	Belgium	Oudenaarde
VISO Cor Mariae	Belgium	Brakel
Heilig-Hartinstituut	Belgium	Hamme
Bernardusscholen	Belgium	Oudenaarde
Scheppersinstituut	Belgium	Wetteren
IVV Sint-Vincentius	Belgium	Gent
Middenschool Groenhove	Belgium	Waregem
Leiepoort Sint-Vincentius	Belgium	Deinze
Hanoi National University of Education (HNUE)	Viet Nam	Hanoi

Hanoi Pedagogical University 2 (HPU2)	Viet Nam	Dai Lai
Centrum Kształcenia Zawodowego i Ustawicznego Nr 2		Przemyśl
Zakład Doskonalenia Zawodowego		Rzeszów
URZ	Poland	Rzeszów

Please explain the involvement of those organisations and how they contributed to the achievement of the project objectives.

We did involve schools in all the countries, where teachers and students did pilot the handbook, together with the resources and courses created. AHS (BE) used also its collaboration with two education institutions in Viet Nam in the project context. Jaitek did involve the Autonomous University of Madrid, the Education Faculty, as it is important to involve future teachers. And besides that, a networking organisation, to present the idea in a corporative environment.

3. Description of the Project

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

Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project.

The main objectives of the project were achieved.
The project developed a framework with an LMS and an ePortfolio which can be used by teachers for their training, but also with their students to test the methodology.
We have then created an environment to test the methodology with 30 videos in 5 languages (thats a total of 150 videos) included in the project youtube channel and with more than 6000 views.
We have also created 8 courses in the environment for each country. These online courses has already being used by 400 users (150 of them teachers) of the total of 1000 who were reached by the project.
All the partners were trained to produce videos with Camtasia and they have use that knowledge to produce all the resources, which are in the Youtube channel of the project, and are used there directly in many cases
The use of flipclass methodology may affect quite positively to disadvantaged learners and also for inclusive education. Those who may be marked as "no intelligence" in normal classroom, will have the opportunity, with FC resources to repeat at home as many times as needed, and coming to the class next day in almost the same situation as the other students.Therefore, reduce disparities for disadvantaged learners.

What were the achievements of the project? Please provide a detailed description of the project results (if they are not listed in the sections "intellectual outputs", "multiplier events" or "learning, training, teaching activities"). Please describe achievements exceeding the initial expectations, if relevant.

1. The main priority is the creation and use of Open Educational Resources (OER) for Flipclass (FC), meaning mainly videos, together with activities to be performed in class.
These was achieved with the number of videos created, 30 in each language, which are used in the 8 courses created for each country in their own language, where the videos were linked with activities to be done in the classroom.

2. The project produced a Handbook for teachers to hel them to use the methodology. It is available in the 5 languages of the project.

3. The project did produce an online environment, with a Learning Management System (Moodle) and and eprotfolio (Mahara) to help teachers to carry out the methodology

4. The concept was pilot in the online environment (400 users), and in some cases using directly the videos from youtube together with activities in the class (600 users)

5. A report compiling the results from the surveymonkey questionnaires for teachers in the different courses and also for students was also produced
It is interesting that in Spanish, the more seen videos are those created for teachers, which means that some might enter other environments outside the project where they are used as a training resource

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

The project is both innovative and complementary:

Innovative in different ways:
1. Flip Teaching is innovative method used in schools (in particular it's popular in USA and United Kingdom), but not that much in some of the countries in the project, as Spain, Poland or Hungary, so the approach has being popularized by the project . Besides, the products developed in framework are innovative and will be avaliable afterwards the project to be used on wide range in some of the organisations which did participate.
2. By including training of entrepreneurship in educational organizations of countries where this has not been done until now. Therefore we are at the same time dealing with 2 problems in these countries, the unemployment rate and the early leavers from schools.
3. By trying to change teachers methodologies and be able to include active methodologies and new formats of educational resources in their lessons.
4. By creating a Framework to develop Flipping resources and courses, which will allow personalization and therefore working inclusion and disadvantages.
5. By making all the resources and courses developed in the project accessible using a creative commons license ((by-nc-sa). The results of the project will be maintained and available for everyone interested in this subject allowing e.g. for development of new training courses using Flip Teaching concept.

It is complementary with all the effort done by institutions to mainly include ICT in the educational process, but not been able in many cases to use them properly. Together with the issue that most of our students do have a smartphone, which might be integrated in the learning process right away. And we hope to be also complementary with the training done by companies that already have had interest in the method and in the Framework we will develope to incorporate it in their training processes.

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

HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era

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

- HORIZONTAL: Inclusive education, training and youth
- VET: Further strengthening key competences in VET

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

There were no changes

What were the most relevant topics addressed by your project?

- Entrepreneurial learning - entrepreneurship education
- New innovative curricula/educational methods/development of training courses
- Early School Leaving / combating failure in education

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

There were no changes

4. Project Management

Which activities did you carry out to assess the success of your project?

All the evaluation tasks, of the meetings and the project progress, but also all the presentations in schools and work with teachers and students did show as that the project did have some good results, and that can also been seen in the results of the surveymonkey questionnaires compiled in the "Lights & Shadows" report

How was the monitoring of the project carried out and by whom?

Monitoring was mainly done by Jaitek, the project coordinator, together with Pro-Work, responsible of the evaluation, and is done using:

1. Communication means
a. Meetings, i. presential and ii. virtual
b. email
c. skype
2. Platforms
a. Owncloud for file sharing
b. Moodle as activities and results repository
3. Gantt updates. The gantt chart of the project is revised each 3 montsh, using omniplan, and share with partners

4. A set of excel timesheets has been created to report dedication to intellectual outputs
5. Google Drive is also used for monitoring tasks, but also for generating cooperative knowledge in reports and educational resources
6. Online surveys using Surveymonkey for all the evaluation issues

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, etc.)?

The project development involve different technological tools and systems, like Camtasia, Moodle or Mahara which somehow is a challenge to control. All the partners did work with them in the staff training but even though, it requires some effort afterwards to get use to them, and be able to use them in an effective way. Problems has always been solved as there are some experts in the team who has helped the others to reach the required level.

Besides, decisions as how to deal with translations in videos takes a lot of time, as there are many different possibilities, or other technical solutions for the created resources, which are clear now, took some time to be understood.

Also, concerning general management, the filling in of the timesheets created for dedication reporting created some dudes at the beginning, but now they are used correctly, and even some partners have "copied" the system for other projects.

5. 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 activities organised by your project and elaborate on the methodology you applied. Please provide detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation.

> The project has ran smoothly, and partners have being involved and cooperative, and communication has been good during the process.
>
> The main achievements have been:
>
> About the 2 funded outputs:
> Intellectual Output 2: Concerning the Flippclass Handbook, it has being finished in all the languages and a flipbook version of them has been created and are available in the web site . the Flipping Framework Design (IO1) has been integrated in it, as suggested by project evaluators, together with Lights & Shadows (IO7).
>
> Intellectual Output 3: All the video resources in the 3 areas: Teacher Training, Entrepreneurship and Tourism has been created, they have been generated using Camtasia in the first two subjects, and a mix with Power Point in the case of Tourism. They are avaliable in the 5 languages of the project in the YouTube Channel has been created to upload there all the videos.
>
> Besides, and more related with the Intellectual Outputs not funded, all the infrastructure or working environment for the project has been created, it includes a Learning Management System (LMS), Moodle, where all the resources are available in 8 different courses for each language. The LMS is available in http://ffirst.4eclass.net/. Also a digital ePortfolio (Mahara) is available, where the project has been created as an institution. It is available in http://eportfolio.4eclass.net/
>
> And finally we carried out some piloting with around 26 schools and universities involving around 1300 people (of them 270 were teachers). 400 of them did use the online environment created, and 514 did answer the surveymonkey questionnaire created, for teachers and students. The results of these questionnaires were the base for the Lights & Shadows report generated.
>
> We have also developed the Project Management Document and have carried out all the dissemination papers and activities, like 6 newsletters, available in the web site, and also the presentation of the project in an International Congress in Burgos (Spain) with the generation of an academic paper about the project.
>
> And finally, we are doing an ongoing evaluation of meetings and training activities and a general project evaluation has also been carried out.
>
> Mainly, we used a Critical Path Method. At the beginning, the coordinator created the specific work plan, which was verified regularly during the implementation of the project. So we did categorize all activities needed to complete the project within a work breakdown structure which shows the dependencies between activities. This was specially useful for IO3, to create the resources, as this involve the instructional design, the technological development in camtasia joining video with audio, and after all the translation tasks to the 5 languages, which sometimes was really hard to manage times so that everything was finish on time. But this methodology helps to map out activities that can be completed simultaneously, and what activities should be completed before others can start, which was really useful for IO3.

How did the project partners contribute to the project? Please detail specific competences brought in by the partner organisations.

> The partners contribution is according with the initial split of tasks. As only 2 intellectual outputs have been granted, partners are doing a big effort to try to make available all the resources and courses through the project environment created.
>
> The coordinator has generated a project working tools environment that is followed by all the partners, and that way, coordination and monitoring is much easier than usually.
>
> All the partners have performed the tasks they were responsible for, either creating resources or reports, or evaluating what was done, so all the tasks are done following approximately the foreseen timeline.
>
> Jaitek was very involved in trying to bring the instructional design methodologies, as they are experts on that, so that the resources created follow as much as possible those principles. And also, as eLearning experts, they did provide all the online platforms, with no funding at all for it.

How did other organisations - not formally participating in the project - contribute to the achievement of the project's objectives? Please explain their involvement and how they brought added value to the realised activities, including by investing their own resources and know-how.

> Schools and Universities have participated in the project by allowing teachers to pilot the project and in some cases, allowing the use of their classes to show the project

What is your appreciation about the cooperation and communication between the partners and with other relevant stakeholders during the implementation of this project? What are the positive and negative elements of this cooperation process? What are the elements you would improve if you were to carry out a similar project in the future?

> Cooperation was good, but working with technological developments, as video, with translation to 5 languages, did generate in some cases problems with sharing correct versions to follow on. They were solved with a more large use of online "repositories", and if we

repeat now the process, for sure it will be much safer.

Besides, something that seems difficult all around the countries, is how to involve more teachers in the schools, as it seem they are overloaded with tasks, and even having interest in many cases, they finally are not involved because of not having time.

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 main target group, as identified in the application, were VET schools. Besides that, we had also involvement of Universities, specially with Education students, who will be teachers in the future. Also the idea was presented in a Networking Organisation to several organisations and Entrepreneurs.

5.1. Involvement of Participants With Fewer Opportunities

Did your project involve participants with fewer opportunities in project activities?
Yes
How many participants (out of the total number) would fall into this category?

120

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

The teachers in some of the schools have to face those difficulties dairy, so the project didn't really had to do anything special apart from giving more support to those teachers

Which types of situations did these participants face?

- Cultural differences
- Economic obstacles
- Educational difficulties

5.2. Transnational Project Meetings

Please describe the Transnational Project Meetings organised within your project. What was the purpose and frequency of the transnational project meetings and who participated? Please elaborate how these meetings served the purpose of project coordination and implementation. In case there is a difference between what was planned and what was implemented, please explain why.

The kick-off meeting was in Madrid in November 2016, and there all the project was revised, how we will split the responsibilities of tasks and what will be done as general tasks of the project, mainly covered as Project Management and Implementation. Also the coordinator explain the way we will communicate, and how we will have videoconferences in between meetings to have a deeper follow up of activities.

The second project meeting was in June 2017, where we revised the final version 1 of the Handbook, and also of the Project Management Document. We decided the final version of videos to be created and discuss about the translation of them, but final decision on that should be taken after doing some more tests. Also we finalise all the structure of themes of the 3 subjects for the videos. We also produce the second Newsletter during the meeting and decide to use a tool called Meet Edgard to automatise dissemination on Social Networks (Facebook and Twitter).

The third project meeting was in September 2017. This project took place in Budapest and was held by SZAMALK. Here we made a general review of the overall project status, including project finances, making particular emphasis on Intellectual Outputs (Flipclass Resources, Flipclass Handbook and Flipping Framework implementation). Also we produced the third Newsletter during the second day of the meeting.

The fourth project meeting was in January 2018. This project took place in Gent and was held by AHS. Here we worked on the "teacher training", "tourism" and "entrepreneurship" course content. On the second day we reviewed the content of the Flipping First Flipped Classroom Handbook and finalized the Infography about the teaching method

The fifth project meeting was in June 2018. This project took place in Burgh-Haamstede and was held by PROWORK. Here we discussed about the finalization of the handbook, the developed videos and the courses on "teacher training", "tourism" and "entrepreneurship". IN the second day we produced the fourth newsletter and made final translations in several Moodle courses.

Meeting ID	Meeting Title	Start Date	End Date	Receiving Organisation	Receiving Country	Receiving City	No. of Participants
25410-TPM-00005	5th Transnational meeting	2018-06-11	2018-06-12	Stichting Kenniscentrum Pro Work	Netherlands	Burgh Haamstede	12
25410-TPM-00003	3rd Transnational meeting	2017-09-04	2017-09-05	SZÁMALK-Szalézi Szakgimnázium	Hungary	Budapest	10

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25410-TPM-00004	4th Transnational meeting	2018-01-15	2018-01-16	ARTEVELDEHOGESCHOOL	Belgium	GENT	10
25410-TPM-00001	Kick-off meeting, Madrid	2016-11-17	2016-11-18	JAITEK TECNOLOGÍA Y FORMACIÓN SL	Spain	Madrid	9
25410-TPM-00002	2nd Transnational meeting	2017-06-08	2017-06-09	OSRODEK SZKOLENIOWO-BADAWCZY INNEO	Poland	Rzeszow	10
							51

5.3. Intellectual Outputs

Please describe the Intellectual Outputs produced by your project. Please provide detailed information in particular about the nature of the intellectual outputs and their significant contribution in terms of impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). In case there is a difference between what was planned and what was implemented, please explain why.

The project had 2 intellectual outputs funded:

-IO2 Handbook. The handbook is a report to help teachers to adopt the Flipping Classroom methodology. It can be found in the web site, both as a pdf file but also as a Flippedbook in all the languages. It also contains 3 infographics, available in also in the web in all the languages, the English and Spanish links are the following:

IG0 Flipping First Environment
EN - http://flippingfirst.eu/project/communication/164
ES - http://flippingfirst.eu/project/communication/165

IG1 What is flipping the classroom?
EN - http://flippingfirst.eu/project/communication/169
ES - http://flippingfirst.eu/project/communication/170

IG2 FF Lights & Shadows
EN - http://flippingfirst.eu/docs/lights_shadows/LS_EN.pdf
ES - http://flippingfirst.eu/docs/lights_shadows/LS_ES.pdf

IO3.Flipclass Resources
All the video resources are available from the web site and they are in the project Youtube channel

Both results are freely accessible and therefore easily transferable.

Besides, also the Learning Environment is accessible, and where all the courses using the developed videos, together with activities to use in the classroom, are accessible for all the teachers interested.

Output Identification	O2
Output title	Flipclass Handbook
Description of the intellectual output	The Project handbook will be the project "bible" for teachers on how to deal with the Flipping First Framework. It will deal with What can be done? Where can be done? How can be done? And also What can I achieve with it?
Start Date (dd-mm-yyyy)	01/09/2016
End Date (dd-mm-yyyy)	30/11/2018
Available Languages	Polish, Hungarian, Spanish
Available Medias	Publications, Internet
Leading Organisation	Exponential Training & Assessment Limited
Participating Organisations	JAITEK TECNOLOGÍA Y FORMACIÓN SL, SZÁMALK-Szalézi Szakgimnázium, Stichting Kenniscentrum Pro Work, OSRODEK SZKOLENIOWO-BADAWCZY INNEO, ARTEVELDEHOGESCHOOL

Output Identification	O3
Output title	Flipclass Resources

Description of the intellectual output	It is very important to create good content for both teachers (about Service based training and active methodologies) and VET students (about Entrepreneurship, English, ICT, Interior Design and Furniture and Interior Design Technology). So first of all, all the project OERs will be created in a way that will allow them to be used independently (though in the project, in O4, they will be compile to create courses and itineraries) as this will give more reusability options.All the resources created will have a creative common licence (by-nc-sa) so that they can be used freely after the project. To create the OER, we will used the instructional design methodology and will generate all the video, animations, …, needed to generate afterwards a SCORM package using Adobe Captivate tool, which will allow to be used in any LMS which is SCORM compliant, as Moodle, which will be the one we will be using in the project. We foresee to create between 8 and 10 SCORM packages for each area of knowledge. All the packages will be of around 30 minutes of work for the student, integrating text, images, videos, animation and auto-evaluation exercises. All the packages will be available in all the languages of the project partners
Start Date (dd-mm-yyyy)	01/09/2016
End Date (dd-mm-yyyy)	30/11/2018
Available Languages	Spanish, Polish, English
Available Medias	Video, Internet
Leading Organisation	JAITEK TECNOLOGÍA Y FORMACIÓN SL
Participating Organisations	Exponential Training & Assessment Limited, SZÁMALK-Szalézi Szakgimnázium, OSRODEK SZKOLENIOWO-BADAWCZY INNEO, Stichting Kenniscentrum Pro Work, ARTEVELDEHOGESCHOOL

5.4. Multiplier Events

Please describe the multiplier events carried out in your project and the way the multiplier events supported sharing and dissemination of the produced intellectual outputs. In case there is a difference between what was planned and what was implemented, please explain why.

The events were the opportunity to show the results of the project to different stakeholders, as VET schools, but also University and companies. They consist mainly in the presentation of all the results of the project, and specially how VET teachers in each country can use the Framework developed in the project, but also the way to create (or find) video resources for Flipping Class, and how to use them in the project Framework. It was important to explain how the methodology can enhance personalization of learning for students.

Events were performed in each partner's country and in some cases there were several events in the same country, mainly to be able to reach different target audiences, as the methodology can be used in different learning environments.

The following is a summary of the events performed by each partner with number of participants:

INNEO (PL)
E1.1 - 20/04/2018 - Hotel Hubertus, Rzeszów - 40 participants
E1.2 - 30/08/2018 - Hotel Hubertus, Rzeszów - 8 participants

PRO WORK (NL)
E2 - 26/10/2018 - ProWork, Burgh-Haamstede - 42 participants

ETA (UK)
E3 - 12/10/2018 - Danemill Primary School, Enderby, Leicester - 50 participants

AHS (BE)
E4.1 - 15/07/2018 - ArteveldeHogesschool, Gent - 51 participants
E4.2 - 4/11/2018 - ArteveldeHogesschool, Gent - 20 participants
E4.3 - 15/11/2018 - ArteveldeHogesschool, Gent - 28 participants

SZAMALK (HU)
E5 - 24/05/2018 - Számalk-Salesian Post-Secondary School, Budapest - 65 participants

JAITEK (ES)
E6.1 - 29/06/2018 - Negocios & Networking, Madrid - 12 participants
E6.2 - 13/11/2018 - CEM Hipatia-Fuhem, Rivasvaciamadrid, Madrid - 16 participants
E6.3 - 21/11/2018 - Universidad Autónoma de Madrid, Cantoblanco, Madrid - 44 participants

Event Identification	E1
Event Title	Flipping Class Framework for inclusion and personalisation
Description of the multiplier event	The event is a presentation of all the results of the project, and specially how VET teachers in Poland can use the Framework developed in the project. How to design and create video resources for Flipping Class and how to use them in the project Framework. - 2 repetitions of the Event were carried out: E1.1 - Multiplier event of the project FLIPPING FIRST has been organized on 20th April 2018 in Rzeszow. The venue selected was Hotel Hubertus, as it is located in the city centre and offered good standard conference room. E1.2 - Multiplier event of the project FLIPPING FIRST has been organized on 30th August 2018 in Rzeszow. The venue selected was Hotel Hubertus, as it is located in the city centre and offered good standard conference room.

Country of Venue	Poland
Start Date (dd-mm-yyyy)	20/04/2018
End Date (dd-mm-yyyy)	30/08/2018
Intellectual Outputs Covered (using Output Identification number)	O2;O3
Leading Organisation	OSRODEK SZKOLENIOWO-BADAWCZY INNEO
Participating Organisations	

Event Identification	E2
Event Title	Flipping Class Framework for inclusion and personalization
Description of the multiplier event	A wonderful Multiplier Event for the Flipping First project (Erasmus+) in the final phase was held in Burgh-Haamstede on the 26th of October 2018. In this event the dissemination and presentation of all the courses on entrepreneurship, tourism and teacher trainer were presented and explained to the participants. In the event PRO WORK also presented the project and several educational experts in the world of "flipping the classroom / blended learning" as well Nationally as Internationally. Also the participants were divided into working groups to get familiar with the courses and be able to use it in the class in the future.
Country of Venue	Netherlands
Start Date (dd-mm-yyyy)	26/10/2018
End Date (dd-mm-yyyy)	26/10/2018
Intellectual Outputs Covered (using Output Identification number)	O3;O2
Leading Organisation	Stichting Kenniscentrum Pro Work
Participating Organisations	

Event Identification	E3
Event Title	Flipping Class Framework for inclusion and personalization
Description of the multiplier event	The event is a presentation of all the results of the project, and specially how VET teachers in Poland can use the Framework developed in the project. How to design and create video resources for Flipping Class and how to use them in the project Framework. Meeting in school hall - presentation of project and on-line modules with copies of handbook issued.
Country of Venue	United Kingdom
Start Date (dd-mm-yyyy)	12/10/2018
End Date (dd-mm-yyyy)	12/10/2018
Intellectual Outputs Covered (using Output Identification number)	O3;O2
Leading Organisation	Exponential Training & Assessment Limited
Participating Organisations	

Event Identification	E4
Event Title	Flipping Class Framework for inclusion and personalization
Description of the multiplier event	3 Repetitions of the Event were carried out: E4.1 - Teacher training: Presentation of the project and creating own flipped classroom content. On 15th of July 2018, 51 teachers and future teachers from several teacher training departments learned to realize their own learning path in the Moodle Learning Management System environment. They used the Flipping First content and knowledge to explore and realize their blended and flipped classroom courses. E4.2 - Teacher training: Presentation of the project and creating own flipped classroom content. On 4th of November 2018, 20 teachers and future teachers from several teacher training departments learned to realize their own learning path in the Moodle Learning Management System environment. They used the Flipping First content and knowledge to explore and realize their blended and flipped classroom courses. E4.3 - Teacher training: Presentation of the project and creating own flipped classroom content. On 15th of November 2018, 20 teachers and future teachers from several teacher training departments learned to realize their own learning path in the Moodle Learning Management System environment. They used the Flipping First content and knowledge to explore and realize their blended and flipped classroom courses.
Country of Venue	Belgium
Start Date (dd-mm-yyyy)	15/07/2018

End Date (dd-mm-yyyy)	15/11/2018
Intellectual Outputs Covered (using Output Identification number)	O3;O2
Leading Organisation	ARTEVELDEHOGESCHOOL
Participating Organisations	

Event Identification	E5
Event Title	Flipping Class Framework for inclusion and personalization
Description of the multiplier event	Flipping First Multiplier Event was organized in SZÁMALK-Salesian Post-Secondary School (Budapest) on 24th of May, 2018. According to the feedbacks, the event was engaging in many respects. Most of the participants came from Budapest or Pest County representing mainly secondary VET schools. At the beginning, the project was briefly presented, however later the main emphasis was laid on the flipped classroom methods and on exchanging best practices among participants Teachers and other professionals were deeply involved in the discussion, interestingly, most of them already were familiar with this new type of teaching approach.
Country of Venue	Hungary
Start Date (dd-mm-yyyy)	24/05/2018
End Date (dd-mm-yyyy)	24/05/2018
Intellectual Outputs Covered (using Output Identification number)	O2;O3
Leading Organisation	SZÁMALK-Szalézi Szakgimnázium
Participating Organisations	

Event Identification	E6
Event Title	Flipping Class Framework for inclusion and personalization
Description of the multiplier event	3 Repetitions of the Event with different target audiences were carried out: E6.1 - Event to see the results of the project at a business level, how to flip the class and all the resources created for teachers (active methodologies and tools) and students (Entrepreneurship and Tourism) in 5 languages, including Spanish and English. All are available on our YouTube channel http://bit.ly/YouTubeFFirst as well as in the courses of our learning environment http://ffirst.4eclass.net. The Handbook was also presented and distributed. E6.2 - 13/11/2018) - 16 participants - Event to inform teachers about the results of the project, how to flip the class, explained in the Handbook which was distributed, and all the resources created for teachers (active methodologies and tools) and students (Entrepreneurship and Tourism) in 5 languages, including Spanish and English. All are available on our YouTube channel http://bit.ly/YouTubeFFirst as well as in the courses of our learning environment http://ffirst.4eclass.net. In the event, in addition to presenting the results and giving them access to the participants, we made interactive groups, dealing with service-based learning, rubrics and camtasia, to make them practice with several elements that will allow them to flip the classroom. E6.3 - 21/11/2018 - 44 participants - Event to inform university teachers and future teachers about the results of the project, the handbook to flip the class and all the resources created for teachers (active methodologies and tools) and students (Entrepreneurship and Tourism) in 5 languages, including Spanish and English. All the videos are available on our YouTube channel http://bit.ly/YouTubeFFirst as well as in our learning environment courses http://ffirst.4eclass.net. In the event, in addition to presenting the results and giving them access to the participants, we worked with them in a practical way, with interactive groups, service-based learning, rubrics and camtasia, as important elements to be able to flip the classroom with consistent methodological criteria.
Country of Venue	Spain
Start Date (dd-mm-yyyy)	29/06/2018
End Date (dd-mm-yyyy)	21/11/2018
Intellectual Outputs Covered (using Output Identification number)	O2;O3
Leading Organisation	JAITEK TECNOLOGÍA Y FORMACIÓN SL
Participating Organisations	

5.5. Learning/Teaching/Training Activities

Please describe the long-term learning, teaching or training activities included in your project and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.

"We did have a staff training to ensure that all the partners had experts in the production of the video resources in the 3 areas, as this was one of the more sensitive points of the project. Thew were trained in Moodle, Active Methodologies, Mahara, Office Mix, Instructional Design and finally Camtasia

5.5.1. Participants' Profile

Please describe the background and profile of the participants involved in the learning, teaching or training activities and how the participants were selected.

The participants were staff from the partners, who did afterwards work with the teachers in their own country

5.5.2. 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

Activity No.	C1
Field	VET
Activity Type	Short-term joint staff training events
Activity Description	C1 The main objective of the training is to work with partners all the tools that will be used in the project, which includes: Moodle as elearning platform (Day 1-7 hours) 2. Active Methodologies (Days 2 - 7 hours) Mahara (day 3- 4 hours) as social platform. Office Mix (Day 3- 3 hours). Instructional Design (Day 4- 7 hours). Camtasia (Day 5 - 7 hours)This way all the partners had 2 trainers / tutors for working with teachers in their own country, and support them during all their participation in the project.
No. of Participants	7
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Is this a long-term activity?	No
Funded Duration (days)	42
Participating Organisations	Stichting Kenniscentrum Pro Work, OSRODEK SZKOLENIOWO-BADAWCZY INNEO, SZÁMALK-Szalézi Szakgimnázium, Exponential Training & Assessment Limited, ARTEVELDEHOGESCHOOL

6. Follow-up

6.1. Impact

What was the project's impact on the participants and participating organisations involved in the project?

All the staff involved from partners are quite happy as they have learnt a lot about the methodology, and about tools and platforms involved in the project environment. Learning all the technical details of the used platforms and softwares were challenging, although very useful after all. All of them are able now to create quite good videos using camtasia and understand what kind of activities should be done in the class.

Most of the organisations have new staff, which has been involved in the project, and they are quite happy with all the internationalization they have been immersed in.

Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?

The main target group has been schools in EU countries, which have been contacted by partners directly, and some as contacts of these schools. But also Universities, these through teachers, and Companies have been involved.
There was also some impact in Vietnam, as one of the partners work there in a couple of Universities with the results of the project, thanks to a mobility they did there

In general, all of them were very positive with the use of the project Framework, but as a first step, many fills that is better to use resources already done, as creating your own videos takes much time until you get use to the tools

How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?

The project contributes to the achievement of all the priorities mentioned in the description section. To the Horizontal Priority "Open and innovative education, training and youth work, embedded in the digital era" because the project has created a set of OER, in the form of 150 videos and 8 elearning courses in each of the five languages of the project.

To the Horizontal Priority "Inclusive education, training and youth" it contributes also with all the resources available, and also with the Handbook which will help teachers to change methodologies, and adapt their teaching to more active methodologies, which will help to have more inclusive learning experiences for their students, allowing most of them to understanding to a higher level the contents

To the VET Priority "Further strengthening key competences in VET curricula" it contributes with the development of OER about Entrepreneurship, which have the main focus in VET students

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

The impact has been quite encouraging for the project. Concerning numbers, there has been an involvement of 25 schools, 3 Universities and a company networking organisation.
Concerning Universities, 2 of them were from Vietnam, as the Belgian partner has being working them with the project resources.
These was done mainly at local and regional level, but also affecting national, and the special case of Vietnam as international.

The number of teachers achieved was of 289, and the number of students was of 1247.
Of them, 514 did answered the satisfaction questionnaires prepared in Surveymonkey with a really good view of the project, which has been summarized in the "Lights & Shadows" report. These are data mainly for Spain, as for teachers 94 out of 131 total answers are Spanish, and concerning students, 209 out of a total of 383. And the satisfaction was really high, with results between 80% and 90% of high satisfaction with the methodology and the way of working. Concerning the resources created, the Youtube channel have more than 6000 views for the 150 videos (30 in each language).

6.2. Dissemination and Use of Projects' 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.

The Report "Dissemination and Monitoring and Evaluation Plan" explains the dissemination strategy and is available in the "Project Management" area in Moodle. Besides, all the partners have feed a dissemination matrix online which has being compiled in the excel file "FlippingFirst_Dissemination_v1p0.xlsx" available also in the same area in Moodle. There all the details about the dissemination can be found, like number and levels.

The main target audience addressed were VET teachers and students, but also high schools, universities and companies were addressed, mainly at National and International levels.

At a general level, the project is disseminated using facebook and twitter, both as project and as particular organisations and persons. Also using the web site, and specially the partners web sites, as they have more impact that the project web, as it is a new one and worst positioned in google.
At an international level, all the partners are participating in other international projects, and they have made presentations of the project to them. And also the project has been presented on a research event by the Belgian Partner, and in 2 Universities in Vietnam.
At a national level, the newsletters have been distributed, each partner in their own language, and also each partner is having contacts with VET schools or associations of schools, which are interested in participating. For example, the Hungarian partner has distributed them to all the European salesian Schools. Also, there are contacts with entrepreneurships networking organisations, which will be happy to distribute the result among their companies associated.
There is also one link with the Faculty of Education of a University in Madrid, and they are interested in using the project with their students.
Dissemination in Facebook and Twitter has been automatized by UK and Spanish partners using Meet Edgar app.

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

The project has been disseminated at all levels. The main way has being:
- Facebook: Most of the partners have used it, either through the project page or their own facebooks, arriving to a total of 11000 people reached
- Twitter and Linkedin: This was used mainly by the partner from the Netherlands, reaching 1734 people
- Radio: Prowork did disseminate the project in Radio Schouwen-Duiveland reacjhing 5000 people
- Meetings: All the partners did present the project to educational organizations they work with
- Presentation of Project Poster "Flipping First, Invirtiendo la clase, Invirtiendo la metodología" in the
" I Congreso Internacional y V Congreso Psicoeducativo: Educando el futuro" where also an article appears in the "Minutes book"
- Scientific Article to be published . "Flipping First: Proyecto de innovación educativa a través de la metodología de Flipped Classroom"
- Web site of the project and partners
- Newsletters

The total number of people reached with all the media is around 36000. Including repetitions.

In general the feedback has been really good and people did like the possibilities, and specially, to have available videos to be used right away.

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

There are no limits, all the results are available under a Creative Commons licence, both the Handbook and all the videos, which are also available in the youtube channel of the project

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

All the projects results will be available, as they are hosted by Jaitek, the project coordinator, so they will remain alive as we plan to use them with the schools we work with, and also with the Education Faculty of the Universidad Autónoma de Madrid (UAM), where several teachers will use them with their students.
Besides, there is a plan to follow up with the facebook page and promote the videos, so that the Youtube channel keeps going on and being used.

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?

We have an agreement with ICT teachers at UAM, and they plan to include the resources for teacher training and entrepreneurship, both in their classes with students, but also in projects they are planning to create, some in Erasmus+, around digital competences of teachers

6.3. Sustainability

Which activities and results will be maintained after the end of the EU funding? How will these activities be implemented and supported?

Web site will be mantained by Jaitek.
From there all the results are available, Handbook and Resources. All the video resources will be also available in the Project Youtube Channel, which will also be maintained by Jaitek.
Jaitek will also maintained the elearning platform, as they plan to use the teacher training courses with the schools they are involved with.

7. Budget

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

7.1. Budget Summary

PIC of the Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
					EU Travel Grant	EU Individual Support	Linguistic Support Grant	Exceptional Costs (Overseas Countries and Territories Travel Costs)				
939826987	12,000.00	6,120.00	10,341.00	5,400.00	0.00	0.00	0.00	0.00	0.00	606.49	0.00	34,467.49
945069352	6,000.00	2,300.00	9,580.00	5,000.00	275.00	0.00	0.00	0.00	0.00	0.00	0.00	23,155.00
945196519	6,000.00	4,025.00	3,944.00	5,300.00	550.00	0.00	0.00	0.00	0.00	139.25	0.00	19,958.25
948846726	6,000.00	3,820.00	4,714.00	4,800.00	720.00	0.00	0.00	0.00	0.00	0.00	0.00	20,054.00
950816893	6,000.00	2,875.00	7,962.00	4,200.00	275.00	0.00	0.00	0.00	0.00	0.00	0.00	21,312.00
986308514	6,000.00	1,725.00	5,686.00	5,300.00	275.00	0.00	0.00	0.00	0.00	0.00	0.00	18,986.00
Total	42,000.00	20,865.00	42,227.00	30,000.00	2,095.00	0.00	0.00	0.00	0.00	745.74	0.00	137,932.74

7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	137,932.74

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

7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Total
939826987	Beneficiary	JAITEK TECNOLOGÍA Y FORMACIÓN SL	12,000.00
986308514	Partner	ARTEVELDEHOGESCHOOL	6,000.00
945196519	Partner	SZÁMALK-Szalézi Szakgimnázium	6,000.00
950816893	Partner	Stichting Kenniscentrum Pro Work	6,000.00
948846726	Partner	OSRODEK SZKOLENIOWO-BADAWCZY INNEO	6,000.00
945069352	Partner	Exponential Training & Assessment Limited	6,000.00
		Total	42,000.00

7.3. Transnational Project Meetings

PIC of the Sending Organisation	Total No. of Meetings	Total Number of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)
939826987	1	3	100 - 1999 km	575.00	1,725.00
939826987	1	2	0 - 99 km	0.00	0.00
939826987	1	2	>= 2000 km	760.00	1,520.00
939826987	1	2	100 - 1999 km	575.00	1,150.00
939826987	1	3	100 - 1999 km	575.00	1,725.00
945069352	1	1	100 - 1999 km	575.00	575.00

945069352	1	1	100 - 1999 km	575.00	575.00
945069352	1	1	100 - 1999 km	575.00	575.00
945069352	1	1	100 - 1999 km	575.00	575.00
945196519	1	1	100 - 1999 km	575.00	575.00
945196519	1	2	100 - 1999 km	575.00	1,150.00
945196519	1	2	100 - 1999 km	575.00	1,150.00
945196519	1	3	0 - 99 km	0.00	0.00
945196519	1	2	100 - 1999 km	575.00	1,150.00
948846726	1	1	100 - 1999 km	575.00	575.00
948846726	1	2	>= 2000 km	760.00	1,520.00
948846726	1	2	0 - 99 km	0.00	0.00
948846726	1	1	100 - 1999 km	575.00	575.00
948846726	1	2	100 - 1999 km	575.00	1,150.00
950816893	1	2	0 - 99 km	0.00	0.00
950816893	1	1	100 - 1999 km	575.00	575.00
950816893	1	2	100 - 1999 km	575.00	1,150.00
950816893	1	2	100 - 1999 km	575.00	1,150.00
950816893	1	2	0 - 99 km	0.00	0.00
986308514	1	2	0 - 99 km	0.00	0.00
986308514	1	1	100 - 1999 km	575.00	575.00
986308514	1	1	100 - 1999 km	575.00	575.00
986308514	1	1	100 - 1999 km	575.00	575.00
986308514	1	3	0 - 99 km	0.00	0.00
				Total	20,865.00

7.4. Intellectual Outputs

PIC of the Organisation	Output Identification	Staff Category	Country of Organisation	No. Of Working Days	Grant per Day	Total (Calculated)

939826987	O3	Managers	Spain	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		29	137.00	3,973.00
		Technicians		39	102.00	3,978.00
		Administrative support staff		0	0.00	0.00
945069352	O3	Managers	United Kingdom	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		2	214.00	428.00
		Technicians		10	162.00	1,620.00
		Administrative support staff		0	0.00	0.00
945196519	O3	Managers	Hungary	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		26	74.00	1,924.00
		Technicians		24	55.00	1,320.00
		Administrative support staff		0	0.00	0.00
948846726	O3	Managers	Poland	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		19	74.00	1,406.00
		Technicians		36	55.00	1,980.00
		Administrative support staff		0	0.00	0.00
939826987	O2	Managers	Spain	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		10	137.00	1,370.00
		Technicians		10	102.00	1,020.00
		Administrative support staff		0	0.00	0.00
945069352	O2	Managers	United Kingdom	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		14	214.00	2,996.00
		Technicians		28	162.00	4,536.00
		Administrative support staff		0	0.00	0.00
945196519	O2	Managers	Hungary	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		5	74.00	370.00
		Technicians		6	55.00	330.00
		Administrative support staff		0	0.00	0.00

950816893	O2	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		10	241.00	2,410.00
		Technicians		7	190.00	1,330.00
		Administrative support staff		0	0.00	0.00
950816893	O3	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		12	241.00	2,892.00
		Technicians		7	190.00	1,330.00
		Administrative support staff		0	0.00	0.00
986308514	O3	Managers	Belgium	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		10	214.00	2,140.00
		Technicians		4	162.00	648.00
		Administrative support staff		0	0.00	0.00
948846726	O2	Managers	Poland	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		12	74.00	888.00
		Technicians		8	55.00	440.00
		Administrative support staff		0	0.00	0.00
986308514	O2	Managers	Belgium	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		9	214.00	1,926.00
		Technicians		6	162.00	972.00
		Administrative support staff		0	0.00	0.00
			Total	343		42,227.00

7.5. Multiplier Events

PIC of the Organisation Organising the Event	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Total Amount (Calculated)
986308514	E4	Belgium	53	100.00	0	200.00	5,300.00
950816893	E2	Netherlands	42	100.00	0	200.00	4,200.00

945196519	E5	Hungary	53	100.00	0	200.00	5,300.00
945069352	E3	United Kingdom	50	100.00	0	200.00	5,000.00
939826987	E6	Spain	54	100.00	0	200.00	5,400.00
948846726	E1	Poland	48	100.00	0	200.00	4,800.00
	Total		300		0		30,000.00

7.6. Learning/Teaching/Training Activities

7.6.1. Travel

PIC of the Sending Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Total Amount (Calculated)
945069352	C1	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
945196519	C1	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
948846726	C1	Short-term joint staff training events	2	>= 2000 km	360.00	720.00
950816893	C1	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
986308514	C1	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
		Total	7			2,095.00

7.6.2. Individual Support

7.6.2.1. Short-term Learning/Teaching/Training Activities

This section doesn't apply for this project

7.6.2.2. Long-term Learning/Teaching/Training Activities

This section doesn't apply for this project

7.6.3. Linguistic Support

This section doesn't apply for this project

7.6.4. Exceptional Costs (Overseas Countries and Territories Travel Costs)

This section doesn't apply for this project

7.7. Special Needs Support

This section doesn't apply for this project

7.8. Exceptional Costs

PIC of the Organisation	Description of cost item	Total Cost	Grant Requested (75% of the Total Incurred Cost)
939826987	Jaitek, as coordinator, bought the licenses of the software for creating the videos of the project for all the partners except SZAMALK	808.65	606.49
945196519	Camtasia License bought directly by SZAMALK	185.67	139.25
	Total	994.32	745.74

7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

8. Annexes

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

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

- Exceptional-Costs_Camtasia_bill_SZAMALK_20170930_030801_20190131_102801.PDF
  0.99 Mb
  17 days ago

- Datos_acceso_plataforma-20190131_20190131_102801.pdf
  0.04 Mb
  17 days ago

- Exceptional-Costs_Camtasia_invoice_all_partners_20170930_030801_20190131_102801.pdf
  1.83 Mb
  17 days ago

- 2016-1-ES01-KA202-025410-DeclarationOfHonour-31012019213923_dsigned.pdf DOH
  0.35 Mb
  3 minutes ago