

# Erasmus+

## Xenter Botkyrka

- Erasmus+
- Swedish Council for Higher Education
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- Strategic Partnerships for higher education
- Call 2015
- Round 1
- Grant Agreement Number 2015-1-SE01-KA203-012315
- Report Type Final
- Date of submission 30/11/2018

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Main content:	Report Form
Number of attachments:	10

## General Information

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

- 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;

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

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## 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 higher education
Call	2015
Report Type	Final
Language used to fill in the form	EN

### 1.1. Project Identification

Grant Agreement Number	2015-1-SE01-KA203-012315
Project Title	Increasing students' responsibility for their own learning through the use of innovative pedagogical approaches
Project Acronym	IMPROPAL
Project Start Date (dd-mm-yyyy)	01/09/2015
Project End Date (dd-mm-yyyy)	31/08/2018
Project Total Duration (months)	36
	Xenter Botkyrka

### 1.2. National Agency of the Beneficiary Organisation

Identification	Swedish Council for Higher Education
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For further details about the available Erasmus+ National Agencies, please consult the following page:

[https://ec.europa.eu/programmes/erasmus-plus/contact\\_en](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.

The issue addressed in IMPROPAL (Improvement Project for Active Learning) is the quality of learning for students, mainly during their studies but also in the preparation and training for upcoming employment.

The project is particularly relevant for 2 of the 8 key competences for lifelong learning highlighted in the EU policy documents: learning to learn and sense of initiative and entrepreneurship. It is in line with the EU horizontal priority of developing basic and transversal skills using innovative methods. The complexity of the project enabled additional value when it comes to increasing key digital and technical competence of staff and students, as well as insights related to the key competences of cultural and intercultural awareness.

The question of interest for the project is: How can we change the way our schools and universities teach, so that the students are training to take on a greater responsibility for their own learning, both during their education and, later on, during their professional life?

The goal of taking more responsibility for the own learning is well recognized in EU policy documents. In the reference literature presented in the project application, responsibility is mentioned as an important cross-curricular key competence.

Objectives:

- (a) An overall objective of the project is increased responsibility for the own learning among students during higher education and upon entering professional practice.
- (b) Development of a toolbox of innovative pedagogical approaches to support the first objective, to help train students to become more responsible for their own learning

through: flipped learning (IO1), entrepreneurial approach to learning (IO2), co-creative learning (IO3), project work (IO4), coaching and counselling (IO5) and formative assessment (IO6).

Project partners:

Xenter Botkyrka, Sweden - Higher Vocational Education Institution, project coordinator

Jade UAS, Wilhelmshaven, Germany - Higher Education

BBS Wilhelmshaven, Germany - Sec. Vocational Education

Windesheim UAS, The Netherlands - Higher Education

Worms UAS, Germany - Higher Education

Faculty of Architecture and Urban Planning, TU of Cluj-Napoca, Romania - Higher Education

The main activities undertaken in the project are related to the development (planning, implementation, evaluation, dissemination) of the Intellectual Outputs 1-6. For this, IMPROPAL used a working procedure where one partner was leading the development of a particular pedagogical approach and other partners were following the input, pursuing to implement the ideas of the chosen approach in their own context.

Activities were organised based on the Followers visit Leaders or Leaders visit Followers principle, as learning, teaching and training activities for teachers and/or subproject managers. The project also included Transnational Project Meetings, for project coordination purposes, once a year.

Activities for dissemination and spreading of results were performed by each project partner at local, regional, national or international level or added in connection with each partner visit in order to add value to the planned activities and allow further networking or receiving feedback about the ideas and work within the project.

The project organized two Multiplier Events where all six Intellectual Outputs were presented to a wide audience.

One main result of project IMPROPAL is the tangible output - a toolbox consisting of six pedagogical approaches. Ment for teachers, school leaders and different stakeholders in the field of education, the toolbox gathers all implementation and good practice examples tried out during the project. It also contains guidelines, the do's and the don't's, descriptions, theoretical considerations and evaluation tools - in cases where this was applicable, as well as analyses and recommendations on the experience of implementing the pedagogical approaches. The toolbox is useful and applicable to different educational levels and sectors, not only in using the pedagogical approaches separately but also in combination with each other, having one common goal - educating for responsibility in learning.

Another main result is the intangible outcome of increased awareness for the project participants and others coming in contact with the project, about how working with the mentioned pedagogical approaches can lead to empowering of learners and thus having effects on their lives in general - education, work, citizenship. This is one of the long-term benefits of project IMPROPAL, something we hope to investigate and develop further.

Knowledge and practical examples about how responsibility in learning can be stimulated in all educational settings is also important for promoting equity and inclusion by facilitating access to education and success in performance for special groups facing challenges. Some of the pedagogical approaches contained in the IMPROPAL toolbox can serve to improve education systems for these groups.

## 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	941481516	Xenter Botkyrka	Sweden	School/Institute/Educational centre – Vocational Training (tertiary level)		01/09/2015	31/08/2018
Partner	946930588	HOCHSCHULE WORMS	Germany	Higher education institution (tertiary level)		01/09/2015	31/08/2018

## KA2 - Cooperation for innovation and the exchange of good practices

Partner	955818407	JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH	Germany	Higher education institution (tertiary level)		01/09/2015	31/08/2018
Partner	948792891	BBS 1 WHV - Kooperationsbüro IBJ	Germany	School/Institute/Educational centre – Vocational Training (secondary level)		01/09/2015	31/08/2018
Partner	951107893	STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM	Netherlands	Higher education institution (tertiary level)		01/09/2015	31/08/2018
Partner	999897244	UNIVERSITATEA TEHNICA CLUJ-NAPOCA	Romania	Other		01/09/2015	31/08/2018

Total number of participating organisations							6
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### 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 objectives of the project were met through development of six Intellectual Outputs and the gathering of good practice examples within each of those outputs for assembling the toolbox, during the 3 year long project duration. To reach the objectives, all partners worked on creating conditions for the implementation and development of at least one pedagogical approach at their respective sites. The project partners were developing subproject goals corresponding to that, and were planning activities according to the local and specific conditions. The pedagogical approaches were introduced by a leading group. Discussions about implementation took place during the initial LTTA's (see more below) but also through the entire project duration through online communication. In those cases where it was applicable, the evaluations showed that students, who were taking a course where a specific pedagogical approach was used, improved their study results and/or evaluated the courses as being very relevant to their expectations and needs. This was interpreted as being a token for increased self responsibility and these methods of evaluation were shared between partners through the online project platform to be tested at their respective sites. Some of the evaluation forms are included in the good practice examples. On this subject, IMPROPAL project is making following remark: Implementation of new pedagogical approaches needs long term planning and therefore short term evaluations are, and should be, subject to development as well. As implementation of certain particular approaches is still ongoing at the IMPROPAL partners institutions, the issue of evaluation of implementation is still to be pursued, and can, maybe, be focused in another project using another input of pedagogical research. The time frame and structure for IMPROPAL was not allowing for try-outs of evaluation methods on a larger, research based, scale. IMPROPAL brings forward evaluations at course end, graduation (where applicable) and direct employment - also in connection with graduation.

IMPROPAL project was developed as a strategic partnership for increased knowledge about, and the use of, innovative approaches to learning. Teachers from partner institutions were gradually building up their competence to work with the pedagogical approaches proposed by the project and through disseminations and workshops IMPROPAL could reach the impact hoped for.

The toolbox, as a result of the project, is build according to the application. Focus was put on making the toolbox accessible and comprehensible to teachers and other stakeholders. The webpage [impropal.eu](http://impropal.eu) was launched during the project and is currently being updated with the latest results and documentation.

In some cases, as it will be explained below, some target and beneficiary groups changed, and some other project actions were added to assure that the implementation and dissemination of the pedagogical approaches could be pursued.

No objectives initially pursued were changed. What changed in relation to the project application, as it will be explained below in connection with respective topic or partner contribution, was "how", "when" and "by whom" the project goals were pursued.

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.

The project IMPROPAL achieved a great cooperation and a substantial exchange of knowledge and experience between project partners through the frame of the Erasmus+ Strategic Partnership. The project was adding increased personal competence for staff, and increased institutional competence for participating in EU projects as Erasmus+.

One important achievement of the project is the contribution to the knowledge and experience base, local and european, regarding lifelong learning and lifelong learning skills. Through pedagogical reflection about, and implementation of, entrepreneurial approaches to learning and teaching in relation to the lifelong learning skills, IMPROPAL contributes with a better quality of education for students and learners. Conditions for lifelong learning should be given importance in all education systems. By now, all IMPROPAL partners can participate with an input of more experience regarding strategies for implementing lifelong learning supporting approaches in different development projects locally, regionally or wider.

Another important achievement of the project is reaching the objective of assembling a toolbox of innovative pedagogical approaches. This project result can be used for creating improved conditions for increased student responsibility for the own learning and will be pointed out under each Intellectual Output. By teaching students at different levels, the partnership achieved an insight and increased competence in what works and what should be implemented according to the line of studies, age, context/country etc. Through the development of workshop frames and the multiple disseminations, including the participation in Multiplier Events, as described under respective topic below, the project partners achieved a better understanding of the type of efforts, strategies, input and feedback,

needed for changing or improving educational structures and systems.

IMPROPAL was exceeding the initial expectations in the following:

There is a great need in the educational field to participate in workshops where pedagogical approaches can be discussed. Individual teachers can have difficulties in "making the switch" to a new pedagogical approach. It is important both to understand a pedagogical approach in its more theoretical foundations but also find out how to implement it. Work groups/workshops where also school leaders can participate proved to be a popular choice for IMPROPAL's target group. This insight gives IMPROPAL partners the opportunity for continuing with dissemination efforts through workshops.

The pedagogical approaches that project IMPROPAL was working with, would have almost immediate applicability in working with learners from other societal institutions due to the strong link to the lifelong learning process. These groups can be: youth with not completed schooling or who are in the professional orientation process, citizens in unemployment involved in shorter re-education courses, newly arrived citizens in language training courses, elderly citizens in need of education connected to the digital society and digitalization in general, and more. Or at least, there would be a need to test these approaches targeting the above mentioned groups in other similar projects where the approaches are combined and connected to those groups and the lifelong learning competencies and skills.

Thanks to the opportunity of networking and cooperation at an European level through this Erasmus+ project, all partners could develop the pedagogical approach of choice to incorporate one or more of the other approaches. IMPROPAL partners have an insight now that, for example, entrepreneurial skills can be grown in learners by using coaching and counselling tools, or that the co-creative approach to learning is requiring and using formative assessment to a large extent. The project partners hope to add more of this type of insights to the project results via the project homepage [www.impropal.eu](http://www.impropal.eu) in the future.

More achievements are listed under Intellectual Outputs, but also under Multiplier Events.

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

The project IMPROPAL suggested, through the application, that the six pedagogical approaches should be summed up in a toolbox available for teachers. Hopefully this will make the approaches of flipped learning, entrepreneurial approach to learning, co-creative learning, (international) project work, coaching and counselling and formative assessment, more accessible and informative for the project's main target group (teachers). It will also allow for additions and further development in an easier way, using the project webpage [www.impropal.eu](http://www.impropal.eu) for uploading the project results and findings as an accessible public media. Further additions and developments regarding the pedagogical approaches or the functions of the webpage can thus be easier to accomplish.

In the guidelines for good practice connected to the intellectual outputs, the project results are also expressing recommendations for the implementation of the pedagogical approaches. There is a need to be more clear in terms of "what it takes" to implement new ways of teaching and learning. Sometimes there are material costs one needs to consider, such as having a camera with a very good microphone available when you flip your classroom, but also other important considerations such as gradually shifting the teacher role from delivering lectures to being an information broker for student projects, as it is the case with co-creative learning. This kind of shiftings take and need time and opportunities for discussions, workshops, research and/or project surveys. Conditions have to be created, organized and stimulated by the institution managers or local, regional or national decision makers.

The pedagogical approach of Co-creative learning, proposed and developed by Windesheim UAS, is a student creation to a very large extent. The students researched about co-creation, filled in the co-creative parts of the course with lessons for their peers, were participating as managers for different dissemination events and were engaged in making the concept of co-creative learning known and understood by sharing their experience. The degree of student involvement in the planning, implementation and dissemination of this approach is very high and we hope that the project platform will allow it to be known and acknowledged in a wider European scale.

In many of the good practice examples included in the Toolbox, the project is highlighting the advantages of working with a combination of the pedagogical approaches of IMPROPAL. The students' own responsibility is growing when they both are allowed to take responsibility - by, for instance, implementing flipped learning, international project work and co-creative learning in the educational programmes, and are trained in how to pursue their goals - through, for instance, an entrepreneurial approach to learning, formative assessment or coaching and counselling. Learning becomes more meaningful when the way students are taught through is supporting own initiative and own inquiry. The innovative element brought in by the project IMPROPAL in that sense is how to change the mindset for teachers and managers to allow and support that.

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

Developing basic and transversal skills using innovative methods

What were the other relevant horizontal or sectoral priorities addressed by your project?(multiple selection possible)

- Developing, testing and implementing the effectiveness of approaches to promote creativity, entrepreneurial thinking and skills

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

Value added during the project, no grant was applied for, but IMPROPAL partnership believes that in some way, we achieved this too.

What were the most relevant topics addressed by your project?(multiple selection possible)

- Pedagogy and didactics
- Entrepreneurial learning - entrepreneurship education
- Key Competences (incl. mathematics and literacy) - basic skills

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

## 4. Project Management

Which activities and indicators of achievement (quantitative and qualitative) did you put in place in order to assess whether and to what extent did the project reach its objectives and results? How did you measure the level of success?

The project was developed in line with the goals and purposes of a Strategic Partnership to support the cooperation and the exchange of good practices between partners. For the IMPROPAL project coordinator, the steering committee and the project participants it was important, already from the first meetings, that all partners get a feeling of achievement and a job done very well. It was also important that, as professionals and institutions, we learned and achieved pedagogical insights, that we could use the partnership to discuss about our findings and experiences, that we could increase our professional networks with a European component and learn how to disseminate the results of own pedagogical work more efficiently. Another important agreement and goal was to deliver a toolbox that can come to an use to other teachers and stakeholders in education, based on our findings and experience during project duration.

Due to the fact that IMPROPAL was addressing own responsibility as a competence needed for lifelong learning, the project management was based on building the infrastructure for being able to take responsibility and fully participate in the project.

Some items (activities, indicators) used for project management in IMPROPAL are:

-The main activities undertaken in the project were related to the development of the Intellectual Outputs. For the purposes of planning, implementation, evaluation or dissemination, IMPROPAL used a working procedure where one partner was leading the development of a particular pedagogical approach (Leader) and other partners were following the input (Follower), pursuing to implement the ideas of the chosen approach in their own context. Activities were organised based on the Followers visit Leaders or Leaders visit Followers principle, as learning, teaching and training activities for teachers and/or subproject managers. These meeting opportunities allowed for a fruitful exchange of ideas and aiding to the implementation and development of a particular pedagogical approach in the project partner's context. Dissemination activities, locally or wider, were added in connection with the visits in order to reach the project's disseminative impact on the target group.

-The coordinator/grant beneficiary Xenter Botkyrka had in place a project budget plan and a project coordinator in charge with: the communication with the National Agency UHR Sweden, the communication between partners, the editing and deliverance of interim progress reports (a total number of 2, in 2016 and 2017) and of the final project report (in 2018), planning for the activities of the project (TPM-s and LTTA-s), gathering and sharing documentation about the activities performed in the project and similar duties. Xenter also supplied an economy and budget service, available for the numerous payments from the grant towards project partners and providing assistance with handling the project budget. Xenter Botkyrka took also the responsibility of assembling the project results (toolbox and webpage [www.impropal.eu](http://www.impropal.eu)) and was hosting one of the Multiplier Events.

- The project partners had each a representative in the project steering committee. The committee was regularly discussing the issues of project management, quality assurance and progress of the project, using video conferencing weekly, monthly or in accordance with the needs of the project. The members of the committee were each responsible for delivering subproject status reports to the project coordinator (see more below) and maintaining the contact with followers or leaders for IO development issues. The committee was equally and democratically involved in the project decision taking and organisation of project activities (TPM-s and LTTA-s).

- The progress of the project was also monitored at the planned project TPM-s and during LTTA-s, where progress and status presentations from each partner were done. The quality of the project contributions and/or implementations was stimulated and increased by using formative peer assessment, reciprocal feedback and critical examination of suggested implementations.

- As indicators of success, project IMPROPAL considered the reports and feedback received by project partners during disseminations of intellectual outputs and the feedback to interim reports from the National Agency. The activity and efforts of each partner for disseminating findings and results were communicated and discussed during common and project management meetings. Another main indicator of success for project IMPROPAL is that the strategic partnership was successful and there is a desire to continue the collaboration in new projects. There are several collaboration plans that the partnership would like to pursue together, as will be described more in detail below.

How were the quality, effectiveness and efficiency of the project monitored and evaluated (include budget control and time management)? Please mention the involved staff profiles and frequency of such activities.

The IMPROPAL project quality, effectiveness and efficiency were monitored through a budget plan, a project plan for activities corresponding to the different project phases and through reporting to the NA. The monitoring was done by the project coordinator, the steering committee and the National Agency UHR Sweden.

The financial operations were handled by the head of financial operations at coordinator Xenter Botkyrka, controlled by the economy department of Municipality Botkyrka and by each financial department of the partners. The project and budget planning, the financial operations and all other reporting were done according to the Erasmus+ Project Guide, the Grant Agreement with Annexes, and other contractual rules and regulations.

The project IMPROPAL was monitored through following:

contact through Skype and e-mail regularly;

meetings in person during transnational project meetings and learning, teaching and training activities hosted by all partner countries;

issuing and delivery of timesheets in connection with work for the development of the six intellectual outputs;

payment/reimbursement from the coordinator was done only after submitting of timesheets and travel documents;

sending interim reports to project coordinator and the NA UHR Sweden;

travels were only made after budget checks;

internal quality checks at coordinator site;

and more as such.

The progress of the project was also ensured by sending reminders, when needed, regarding upcoming activities. The effectiveness and efficiency were ensured also by organising budget sessions (at coordinator site and with the steering committee) where the financial issues of the project were discussed in relation to the progress of the development within the intellectual outputs.

In relation to this, it is important to point out that a priority of the IMPROPAL steering committee, in the evaluation of quality of the project, was to prioritize the implementation of pedagogical approaches at the own site and partners, thereafter the maintenance and upholding the quality of an implemented approach, and thereafter the further and deeper development of an intellectual output to include new features. More details below.

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. What measures were used to handle project risks (e.g. conflict resolution processes, etc.)?

One difficulty that project IMPROPAL encountered over time was how to plan for the activities and deliveries of project results due to how school calendars look like for the different European countries and institutions, like summer vacations, spring breaks, exam periods etc. This made the "windows of opportunity" for meetings in person considerably smaller than initially planned. The good and frequent contact between project partners and the use of online meeting opportunities allowed though to achieve the needed exchange of ideas and experiences. One consequence, though, of this issue is that the grant for LTTA and TPM was not entirely used in the project.

Regarding LTTA and TPM, a difficulty, or maybe a starter mistake, was encountered during the first project year, when the travel possibilities of the staff and managers, the project design and the rules of the financial reporting Mobility Tool were not in sync. The issues were immediately reported and solutions were found with the help of the National Agency. As the budget summary will show, more TPM travels than planned are registered as this reporting possibility allowed for 2 and a half day travel length for the staff at that time, travels actually intended as short-term learning, teaching and training activities. Teachers could not be away from their other duties for 5 days in the beginning of the project. Important to point out that the reporting was done according to actual costs. More details under the mentioned activities.

Another challenge in the implementation of the project was keeping project management and coordination costs low, both at coordinator site and at partner sites. All time reporting, submitting of timesheets, subproject reports, organising meetings and travels, controlling correctness according to the criteria in the Project Guide and other guidelines, was experienced as time consuming by teachers and subproject managers and, at times, difficult to understand or to apply on the work with the Intellectual Outputs. One learning outcome for all participants in the project is that the administration costs should have been planned more carefully in the application phase. Likewise the time and resource planning for editing and maintaining a website during project and after project end should have been planned more carefully. Costs for maintaining and improving the website [www.impropal.eu](http://www.impropal.eu) were not carefully considered in the budget.

During the project some difficulties were encountered regarding a suitable online platform for sharing documentation, but there was a solution found so that material could be shared between partners.

The content of the website and the internal communication platform was raising issues and questions about suitable material to publish and about intellectual property. Using Google Team Drive was also raising some similar question marks, as some European educational institutions are not comfortable with the Google platform. The issue of intellectual property and personal integrity vs transparency and free dissemination and publication of results was a challenge, in terms of resources, such as time spent on controlling integrity issues, for properly combining the goals of the project with the different points of view and dealing with securing personal integrity for staff and students.

#### Project risks

A project timespan of 36 months was making IMPROPAL sensitive to inevitable organisational changes in all partner institutions (regarding teachers, administrative staff, managers, merges with other institutions, institutional budget changes - just to name a few) which was creating delays and synchronicity issues for the development of the six Intellectual Outputs. It did not seriously affect the quality of the work within particular Intellectual Outputs, but perhaps it was affecting the quantity of certain results and the amount of the "good practice" and toolbox related examples. In this situation, the project management had to take decisions regarding what is important/priorities in terms of quality and impact of the project, as described above.

One learning outcome for project partners is that sustainability issues proved to be as important as the further development of an intellectual output. New teachers and/or staff in new positions need to be trained first, and only then one can expect certain development. Some partners needed a longer time to get started on implementing the intellectual outputs, in terms of finding the necessary human and curriculum resources, so within the project we had to ensure that this kind of activities (internal dissemination and/or training sessions, etc.) also took place.

The IMPROPAL strategic partnership was not encountering any conflicts between partners. As mentioned above, all partners were committed to contribute to the success of the project in the best possible way and therefore focus was put on overcoming the inevitable challenges of a longer term collaboration.

## 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.

IMPROPAL project was developed as a strategic partnership for innovation and cooperation and exchange of good practices. One of the main focus points was to develop and reinforce partnership networks, and increase partner capacity to operate at transnational level, share and confront ideas, practices and methods.

This was implemented in the project through the activities of:

- transnational project meetings (see more below under respective headline)
- short term learning, teaching and training activities (see more below under respective headline)
- disseminations of intellectual outputs and workshops (more on [www.impropal.eu](http://www.impropal.eu) and respective headline)
- multiplier events focusing all pedagogical approaches (more below and on [www.impropal.eu](http://www.impropal.eu))
- other meetings and exchanges, internal and external, using online communication tools not affecting the project grant.

The main activities undertaken in the project were related to the development of the six Intellectual Outputs. The project applied a Leaders and Followers methodology for the development of the intellectual outputs but also for creating conditions for meeting with partners, where and when an exchange of ideas and experience was made possible. One project partner would assume the role of the Leader, presenting guidelines and support for how a pedagogical approach could be implemented, and other partners in the project would be Followers of the approach, pursuing to implement the ideas of the chosen approach in their own context. These meeting opportunities allowed for a fruitful exchange of ideas and aiding to the implementation and development of a particular pedagogical approach in the project partner's context. Other activities and subproject goals were also included in IMPROPAL such as introducing, explaining, defining or clarifying conceptual issues regarding pedagogical approaches, formulating, trying out or suggesting evaluation forms that can be used when working with specific pedagogical approaches. These activities were needed for building up the Toolbox, the workshops and the presentations for the disseminations, among others.

The grant for Project Management and Implementation was supporting project coordinator and partners to organize the planning, finances, coordination and communication related to the project. In general, this particular grant was a small co-financing amount in relation to the real costs. The members of the steering committee were administering the grant for each project partner, according to the needs of the subproject development and in agreement with project coordinator.

The grant was also used for financing work hours and materials used for information, promotion and dissemination (e.g. brochures, leaflets, web information, etc.) in those cases where project partners could not participate with a co-financing contribution. As an example, the Multiplier Event in Stockholm was filmed and uploaded on the project webpage [www.impropal.eu](http://www.impropal.eu) and was financed from the grant for Project Management and Implementation, together with other promotional material that has been made available for the public on this platform, such as interviews with key experts that participated in the project. As another example, the costs of maintaining the project website for a period of 3 years after project end, were not foreseen in the project budget (Intellectual Output 7, O7) at application and the steering committee decided to use the PMI grant for this purpose, as it strongly will enforce the project impact, transferability and sustainability.

The grant for PMI also partially supported the additional working meetings that were taking place during the LTTA-s and TPM-s, based on the need of creating and reinforcing the professional networks of participants, as stated by the strategic partnership goals. During these additional meetings, complementary to the LTTA-s, the participants in the project could discuss more issues related to the different educational systems of the participant countries, about legislations and organisational issues that could have an effect on how the different pedagogical approaches can or can not easily be introduced and used at a larger scale, just to name a few of the topics. This kind of meetings increased the participants' intercultural competence, understanding and knowledge about the partners and strengthened the cooperation, creativity and good spirit of the project.

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

Project partners participated with commitment, seriousness, a strong desire to learn and share knowledge, a good spirit of collaboration, support when needed, patience and understanding for shortcomings and challenges, intellectual sharpness and creativity, just to name a few contributions to project IMPROPAL.

Project partners were hosting LTTA-s according to the project planning, were developing (planning, implementing, etc.)

and disseminating the pedagogical approaches of choice and reporting results, good practice examples and project related activities according to the rules and regulations. The partners also hosted Transnational Project Meetings, where the overall management details of the project were discussed. Project coordinator and partners contributed likewise to a good, valuable and efficient development of the project IMPROPAL.

The different contributions of project partners are difficult to be presented shortly to fit the space of this part of the report or to be somehow just for describing the complexity of pedagogical work and efforts that were put in the project IMPROPAL. A smaller summary is attached to the report under the filename: "IMPROPAL Partner Contributions.pdf". Find more details in the Erasmus+ Project Results Platform - project IMPROPAL, on the website [www.impropal.eu/Toolbox](http://www.impropal.eu/Toolbox) and under other headlines of current report.

Xenter Botkyrka, Sweden - Higher Vocational Education Institution, Project Coordinator and Leader for the flipped learning and the entrepreneurial approach to learning; follower of the co-creative approach to learning and of formative assessment.(IO1, IO2, IO3, IO5, IO6)  
<http://impropal.eu/partners/xenter-botkyrka-sweden/>

TU of Cluj Napoca, Romania - Faculty of Architecture and Urban Planning - Higher Education, Leader of the pedagogical approach formative assessment and follower of the approaches project work, flipped Learning and co-creative learning.(IO1, IO3, IO4, IO6)  
<http://impropal.eu/faculty-of-architecture-and-urban-planning-technical-university-of-cluj-napoca-romania/> in collaboration with DPPS <http://impropal.eu/specialized-department-for-psychological-pedagogical-sciences-dpps/>

Jade UAS, Wilhelmshaven, Germany - Higher Education - Co-leader of the coaching and counselling approach and (international) project work, follower of the flipped learning approach.(IO1, IO4, IO5, IO2)  
<http://impropal.eu/partner-1-country/>

BBS Wilhelmshaven, Germany - Vocational Education - Follower of the entrepreneurial approach to learning, and by dissemination, follower of the other approaches in IMPROPAL.(IO2, IO1, IO4)  
<http://impropal.eu/berufsbildende-schulen-bbs-1-wilhelmshaven-germany/>

Windesheim UAS, The Netherlands - Higher Education - Leader and creator of the pedagogical approach Co-creative learning, follower of the flipped learning approach, formative assessment and the entrepreneurial approach to learning.(IO1, IO2, IO3, IO6)  
<http://impropal.eu/partner-2-country/>

Worms UAS, Germany - Higher Education - Co-leader with Jade HS, of pedagogical approaches international project work and Coaching and counselling. Follower of flipped learning.(IO1, IO4, IO5)  
<http://impropal.eu/partner-3-country/>

Please see attachment "IMPROPAL Partner Contributions.pdf"

What is your qualitative 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?

As described in several of the report items, one of the greatest achievements of the project was the quality of the cooperation and communication between project partners. There was a notable overall spirit of generosity and respect, welcoming of questions and suggestions of development during all meetings and communications, and a remarkable perseverance in the efforts of pursuing the project goals despite challenges. Participants in the project often had to simultaneously deal with organisational or budget changes at their institutions, at the same time come out of the comfort zone and use foreign languages to explain their knowledge and experience. In that perspective, the cooperation and communication necessities of the Erasmus+ project were welcomed challenges that increased the participants' competencies and skills.

The communications with other stakeholders, in this case perhaps municipalities, higher managerial boards or other local and regional contacts of the project partners, was overall good but could have been better at times. The content of project IMPROPAL, by raising the issue of "innovation", by challenging to some extent the teacher role in this approaches (see more under Intellectual Outputs and the Toolbox on [www.impropal.eu](http://www.impropal.eu)) or by bringing forth "what it takes" to implement specific pedagogical approaches, this content and the importance of it was at times perhaps to new and provocative for some institutions or systems. It has been a learning outcome in IMPROPAL that innovative projects will be met with scepticism in some circumstances, and therefore it would be good to be prepared, knowledgeable and trained for dealing with reluctance to change, in order to have a more substantial outcome from projects. A possible way to go forward in this issue could be a scientific follow-up of the work done in project IMPROPAL, to better ground in research and thoroughly assess the practical knowledge exposed in the project.

Project IMPROPAL has chosen to use the website [www.impropal.eu](http://www.impropal.eu) as a communication tool towards the public, as a major dissemination tool containing information about the project, the partners, the intellectual outputs, the result (Toolbox) and more. It is one learning outcome that, in order to be able to use this website as a collaboration tool with the project's target group - teachers, school leaders, etc., then it would be necessary to specify this perhaps with the importance of an intellectual output. The costs and efforts of having a "living and breathing" website (manpower, expertise, software licenses, etc.) can't be expected to be low. It is one learning outcome in project IMPROPAL that flexible, "flipped"(!), online interactive, forum-like, project disseminations for the target group are a cheaper and environmentally friendly way of producing good results. This was not fully possible in project IMPROPAL but it would be something to suggest for future projects or as a smaller continuation project for IMPROPAL.

Xenter Botkyrka, Sweden, was for the first time coordinator of an European partnership project and had to face the challenges of a local public body in education, working to some extent on the articulation and implementation of EU-policies and EU-programmes in the everyday educational life. This experience has highly enriched us and we are thankful for having this opportunity. It is our hope that the important learning outcomes Xenter gained, will be used in upcoming projects and thus Xenter will be able to contribute with the IMPROPAL experience in new projects for more local, regional, national or european educational developments.

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 groups addressed by project IMPROPAL in the application were teachers. As beneficiaries of the project it was mentioned "students at all stages of their studies, pupils at the end of school, companies and institutions". The learning, teaching and training activities, the dissemination activities as well as the Multiplier Events planned in the project, applied an "open door" policy, in order to add to the impact, effectiveness and efficiency of the project.

The project development after kick-off, was bringing forth that not only teachers are participating in the activities of the project (by dissemination or attending workshops) and therefore the target groups are, in fact, several. The target groups of project IMPROPAL include teachers and school leaders or institutional managers, but also decision makers and other stakeholders in the educational field. Through the disseminations performed by the project partners the project could also target teacher trainers, scientific communities and communities of practice, trade and industry staff cooperating with educational institutions involved in the project. It is also to put forward that in many cases, as it is regarding most of the intellectual outputs/pedagogical approaches of this project, the students themselves would have been reached by and trained in, the basics and "how to"-s of a certain approach. As some of the students reached by IMPROPAL, were close to, or on, the graduation level, it is not difficult to assume that they would take the learning outcomes of these experiences into their work, employment or future carriers, and further apply them.

The target groups changed in comparison with the ones identified in the application form in the sense that more categories of stakeholders could be added to the target groups later during the project, as described above. One learning outcome in project IMPROPAL regarding the target groups is that, of course, teachers need inspiration, guidelines, practical implementation examples, etc. and this is enough for making some changes in regards to the pedagogical approaches used in the classroom. For achieving a more systemic change, to reduce the amount and contribute ahead to discussions about resources, to achieve an impact of change and renewal at a larger scale or more permanent, sustainable and with long term goals, then it is important to include managerial leadership representatives, decision makers, and similar groups to more actively participate, be targeted and be included in pedagogical projects.

## 5.1. Involvement of Participants With Fewer Opportunities

Did your project involve participants with fewer opportunities in project activities?

No

## 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 and in case there is a difference between what was planned and what was implemented, please explain why.

The transnational project meetings planned for project IMPROPAL had the purpose of enforcing and implementing the goals of the strategic partnership and the methodology of the project.

The purpose was also discussion, monitoring, planning, evaluation, and mutual review of the pedagogical approaches developed and tested at each partner organisation.

There were performed 4 activities of this type, one for each year of development and a kick-off transnational meeting:

TPM 1 Kick-off at Worms HS, Germany 21-23 of September 2015 - project management, distribution of responsibilities (e.g. steering committee, subproject managers, staff involved in development of IO, etc.), travel planning, administrative issues (e.g. signing of partnership agreements, communication platform etc.), project internal disseminations of expertise and professional networking.

TPM 2 at Xenter Botkyrka, Sweden 20-22 of June 2016 - exchange of experience regarding the first implementation efforts. Disseminations and professional networking.

TPM 3 at FAU-UTCN, Romania 19-20 of June 2017 - reporting regarding implementation and planning of the 3rd project year. Planning of Multiplier Events. Disseminations and professional networking

TPM 4 at Windesheim, The Netherlands 18-19 of June 2018 - Final TPM, design and implementation of Toolbox, collection and analyses of results. Disseminations and professional networking.

### 5.3. Intellectual Outputs

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

Project IMPROPAL produced six Intellectual Outputs in form of description, guidelines for implementation and good practice examples of six innovative pedagogical approaches that can be used by teachers, schools, education institutions or other stakeholders in education, for increasing students' responsibility for the own learning, in line with the application and project planning.

The pedagogical approaches are: flipped learning (IO1), entrepreneurial approach to learning (IO2), co-creative learning (IO3), (international) project work (IO4), coaching and counselling (IO5) and formative assessment (IO6).

Each Intellectual Output is described more in detail below, under respective headline "Description of output".

In those cases where it was applicable, the Intellectual Output also contains suggestions for evaluation forms and other qualitative assessments of the efficiency, suitability, implementation needs and the nature of expected results (impact).

The total result of the implementations performed by project partners during project duration, was called Toolbox and it is both uploaded in the Erasmus+ Project Results Platform (EPRP) and on the project website [www.impropal.eu](http://www.impropal.eu)

The Toolbox for teachers and other stakeholders in education can also give an idea about how entrepreneurship and the training of entrepreneurial skills of students looks like at the moment from an educational viewpoint, locally at the partner institutions, regionally or nationally and at a European level, as well as how entrepreneurship and training of entrepreneurial skills is implemented at different educational levels.

All partners in the project IMPROPAL, through the teachers and managers involved in the project, were developing local subprojects and had local project teams, where the pedagogical approaches listed above were discussed, tested or implemented, according to the project methodology. Documentation about these efforts are the core of the Intellectual Outputs and the regular disseminations about experiences and/or results, done by project partners, are the main tools used in IMPROPAL for impact and transferability.

Of course it is important to uphold that much more insights, knowledge and experience than it was possible to gather and document for the purpose of the toolbox, much more is to be expected and found within the project partner institutions.

The real impact of the pedagogical approaches tested or tried out, is yet to be evaluated, as they mainly produce long term effects in the study life of students, their work life after the studies or in their lives in general. Also, the long term effects over the staff working with the pedagogical approaches, when it comes to didactical and methodological choices in the future, is expected to have bearing on the participation in project IMPROPAL, due to the fact that many teachers felt inspired or became even more determined to more thoroughly inspect the educational possibilities and benefits of the proposed pedagogical approaches in project IMPROPAL.

Through the dissemination activities related to the Intellectual Outputs, participants in project IMPROPAL hope to have produced an impact locally, regionally, nationally and at European level, in terms of exemplifying the benefits of an entrepreneurial approach to the education system, based on creating value and empowerment for the students.

The transferability of the pedagogical approaches that project IMPROPAL was concerned with, is enforced and ensured by the total openness regarding resources, try-out methods, staff and institutions involved in the project, etc. through the webpage [www.impropal.eu](http://www.impropal.eu)

Output Identification	O1
Output title	Flipped learning
Description of the intellectual output	<p>The idea of flipped learning was developed by two teachers from the USA, Jon Bergmann and Aaron Sams (<a href="http://www.jonbergmann.com">www.jonbergmann.com</a>). They started to change (flip) the place and the time for lessons in their science classes. Lectures were filmed so that students could see them at home, as many times they wanted, which freed the time in the classroom for questions, discussions and individual engagement with students. Information and media technology provides new opportunities here. However, there is much more to the idea of flipped learning than watching video lessons at home. A definition from <a href="http://flippedlearning.org/">http://flippedlearning.org/</a> states that: "Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter." Educational material used in the individual learning space is typically a video, but it can also be a book, a picture or a voice recording. Further, acquiring professional knowledge is a social endeavour which means that interaction with a teacher and other students is still crucial. The point is that flipping a place and time for learning frees more time for this interaction. Freeing time from lecturing in the classroom can open a space for: (1) discussions, (2) individual approach to students in the classroom and (3) empowering of students. The idea is to use teacher in the best way for a student instead of using a student's time in the best way for the teacher. By using flipped learning students are challenged to take more responsibility for their own learning in the individual space and for the active participation in the group learning space than it is the case with traditional classroom lessons and home assignments. Through their professional knowledge, Film and Media teachers at Xenter, Sweden, had the possibility of advising on more professional flipping. A teacher filming himself lecturing and writing on a whiteboard, as usual, is perhaps more challenging for learning when the visual language is plain and/or ignored. Flipping should achieve something more than that, it can become something that awakens student's interest and attention. But making film implies knowing semantic rules of the film language or at least having some thought about what the story is and how to tell it. One of Xenter's suggestions for the educational field is that, as an example, instead of filming one long lecture, work instead with shorter, 2-3 minutes long, films. Consequently a teacher can make ten 3 minutes long films and have discussions with students after each one of them. PLANNED ACTIVITIES DURING PROJECT Flipped learning has been tested at Xenter, Sweden, within the Live-TV educational programme and in the three economy programmes. Xenter's managerial board has, during spring 2015, taken the decision to implement flipped learning in a larger scale in the theoretical and practical educational programmes beginning with the autumn term 2015. Teachers expected to implement flipped learning in their educational programmes received support from Xenter's IMPROPAL team. Regularly, internal teacher conferences were held and pedagogical questions were discussed. These conferences could be used to educate also other teacher groups in the flipped learning approach. Teachers were supported in the preparation of flip materials by the team from Xenter's Film and Media programme. Xenter's professional production facilities for film, TV, web-TV, animation, sound, photo, graphics and printing were made available to the IMPROPAL followers of the flipped learning approach. Filmed material was distributed to the project partners through Xenter's web platform SolidTango (<a href="https://xenter.solidtango.com">https://xenter.solidtango.com</a>). As an addition to the initial project planning, several good practice examples are made available through the project webpage IMPROPAL.eu, as the development of this intellectual output also reached other target groups and beneficiaries than originally planned. By raising the ambition level and by a good cooperation with the project partners, followers of this approach, the development of the subproject also can point to several impact areas such as: language teaching, access to education by using digital platforms, documentation of oral traditions and nevertheless the IMPROPAL project's main goal – increasing students' own responsibility for the own learning during studies and lifelong. This subproject followed common IMPROPAL planning outlined above in the section Implementation.</p>
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Available Languages	Swedish, English
Available Medias	Video, Youtube, Text
Leading Organisation	Xenter Botkyrka
Participating Organisations	HOCHSCHULE WORMS, JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH, UNIVERSITATEA TEHNICA CLUJ-NAPOCA, STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM

Output Identification	O2
Output title	Entrepreneurial approach to learning

Description of the intellectual output	<p>The task of this part of the IMPROPAL project is to highlight an entrepreneurial approach to learning developed by Xenter Botkyrka and investigate what parts of the model can be of interest and can be transferred to our project partners as well as to the other educational programmes, at Xenter or elsewhere. The intellectual output is also highlighting how it can be done and brings forward the experiences of project partners through good practice examples. The model is implemented by the teachers and managers at Xenter's Live-TV Specialist higher vocational educational programme. It has become through the need of overbridging the imperative needs and specifics of the line of business, the ones of an education programme and the conviction that it is possible to educate for entrepreneurship. The Live-TV line of business, and many similar in the modern economy, has distinctive characteristics regarding the terms of employment of work force: short contracts, project and performance based where flexibility of staff and a fast adaptation to new work plans are the norm, rapid knowledge gaining from more experienced professionals, and so on. These real conditions are demanding a new set of skills and a specific mindset for the ones entering the work field. The model supports students in the development of skills in three areas : (1) personal leadership, (2) creative work and (3) professional orientation. From the perspective of the students' educational process these areas provide structure to the whole educational programme in the following way: YEAR 1 Personal leadership and Professional Orientation September to October – Introduction of the entrepreneurial approach. The "learning contract" between students and the school. Basics of technical skills. Meet alumni. October to January – Personal Leadership. Self presentation, self assessment, goal setting, structure of skill gaining, planning of steps and planning for internship. Meet alumni. February to April – Internship. Gaining knowledge and skills in internships, in real situations, through own responsibility. April to June – Project work – independent project, student choice. Master Classes – co-creating the study plan according to own professional development needs. YEAR 2 Creative Work and Professional Orientation August to December – Internship, second project work based on solving a real problem from a company, "from an idea to the final product". Professional networking – mapping possibilities, how to learn "at work". Sharing of findings to 1st year students, introducing them to the entrepreneurial approach. Regular evaluations of Xenter's students by the industry show that this strategy is working: Xenter's students stand out among students from other schools for their inquisitiveness and their entrepreneurial and self-responsible approach to learning and are therefore more often entrusted with work in new TV productions. As a consequence of globalisation and modern industrial dynamics, working conditions in other sectors of modern economies are more and more requiring a new way of planning education programmes. This makes Xenter's model of entrepreneurial approach to learning interesting for other sectors and for other educational institution at different levels. The model is explained more detailed in the IMPROPAL Toolbox of pedagogical approaches. This subproject followed common IMPROPAL planning (section Implementation).</p>
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Available Languages	Swedish, English
Available Medias	Website, Video, Text
Leading Organisation	Xenter Botkyrka
Participating Organisations	HOCHSCHULE WORMS, BBS 1 WHV - Kooperationsbüro IBJ, STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM, JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH

Output Identification	O3
Output title	Co-creative learning
	<p>Within higher education, students' voices are usually not taken into consideration when deciding what we teach (courses and curricula) and how we teach (methods). There are some arguments to include students as partners in the pedagogical process. This goes further than only consulting students It means that they become full participants in the teaching methods, the courses and even one step further, the whole curricula. It means that students will experience the freedom to become critical thinkers and take more responsibility for their own learning. Student learning is deepest when they become their own teacher. However enhancing student participation doesn't mean we can discard teachers' expertise, it is about cooperation and partnership. Part I: Leadership for Management Skills Students from 2nd year will develop in cooperation with students from specialization minor Industrial Strategies and Change Management and two lecturers from the study programme Industrial Engineering and Management (one topic expert and one research expert) a programme for Management Skills (fall 2015) that is part of their own study programme. The 2nd year students will do this instead of the topic Behaviour in Organisations for 3EC which is approx. 85 hours per student. The minor students have already followed Management Skills and will take on a leading role in the group. We are looking for 6 students from the 2nd year and 3 students from the minor. The topic Management Skills has a study load of 4EC. Important part of the research into the new topic Management Skills is including companies, not only in the spring, while developing, but also in the fall when the student group is 2 days per week in a company. Part II: Leadership for Behaviour in Organisations Students from the 2nd year will develop in cooperation</p>

Description of the intellectual output	<p>with minor students and two lecturers a programme for Behaviour in Organisations (fall 2016). While in part I the 2nd year students prepared a programme for the next semester, this group will develop a programme while they are following the same topic. Important part in this set-up is the involvement of part-time students (and their related companies). 2. Co-creative assessment An important part in our educational system is the examination. The lecturer evaluates whether or not the student achieved the desired learning outcomes for the subject or project. In a more traditional approach to examination, the lecturer creates a test and students have to write the test. Examples of tests are: theory based or case based tests and presentation and defence. These types of tests centre on the desired learning outcomes and the preferences of the lecturer. The tests are not (or only by coincidence) based on the different learning styles of the students. In 'student based examination' we want to create tests by which the student shows the desired learning outcome for the subject or project, while taking into account his preferred learning style. For example a student might have a more practical approach to theory, in that case he might want to transfer his knowledge to practise. The examination method can be: to provide a solution to a problem in industry in which he demonstrates his (in-depth) knowledge of the theory. 3. Co-creation of an international learning experience 'Education on the move' - A collaborative journey for students &amp; lecturers The module 'Field Trip' will relate to the work field of architecture and the future profession of the enrolled architectural students. They are 3rd &amp; 4th year students from Windesheim university and from international partner universities. As the participants of the module are not limited to Windesheim students only, the consequences of the introduction of co-creative learning on a broader scale are anticipated. Proposal Developing the content of the module 'Field trip' will be a collaborative journey for students &amp; lecturers. Students will be motivated to increase responsibility for their own learning through 3 different shared stages: 1) preparation The students will be engaged in formulating learning goals, assignments and outcomes of the Field trip. They are responsible for identifying the destination, determining the content of the itinerary and organizing the journey and stay. 2) journey All the prepared plans, ideas and assignments will be carried out by the students during the trip. Possible suggestions: building visits and guided tours by students, company visits, workshops on location, guest lectures by experts, meet &amp; greet fellow students of the places to visit, spatial experiments, etc. 3) evaluation &amp; dissemination Assignments of the Field trip will be assessed and the module will be together evaluated by students &amp; lecturers. The outcome of the evaluation will form new input for the future Field trip. Students will share their gained experience and knowledge with the following cohort. This subproject will follow common IMPROPAL planning (sect G above).</p>
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Available Languages	English, Dutch
Available Medias	Text, Website, Image
Leading Organisation	STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM
Participating Organisations	Xenter Botkyrka, UNIVERSITATEA TEHNICA CLUJ-NAPOCA, JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH

Output Identification	O4
Output title	Project work
Description of the intellectual output	<p>Project work in both universities and schools is of growing importance to promote self-responsible learning. It is not a new didactical approach but by it has only been applied selectively to few courses and cooperations have only been made regionally. In this ERASMUS+ project the method of project work has innovative features in that it includes an international component by doing project work on a European level, it fosters the cooperation between upper secondary schools and universities to smoothen the transition between the different institutions of education for students, it promotes the cooperation between education institutions and companies, it will spread the concept of project work to a greater number of teachers and professors. All participants are interested in sharing experiences and good practices with the project works which have already been conducted. For the involved schools project work has just become an integral part of the curricula and also at the universities it has been introduced in some of the syllabi. The schools are well connected to the regional companies and the universities use project work especially to include international components into teaching. The aim of this IMPROPAL subproject is to - share experiences and good practice to reach a common understanding of "project work", - jointly develop ideas for project work involving companies to foster practical experiences and to facilitate contacts between education and economy, - conduct project work with pupils as well as students on a European level to raise - awareness for cultural differences and to facilitate intercultural communication, - develop "guidelines for good project work" for documentation and exploitation purposes, - offer teacher training on project work, - promote the idea of entrepreneurship among students and teachers (close cooperation with subproject on entrepreneurial approach is planned) - get students more involved in the teaching/learning process. The following steps will be taken to develop the project: Nov 2015 – Jan 2016: All subproject participants will develop a common understanding of "project work" and will have to discuss the following questions: How can project</p>

**KA2 - Cooperation for innovation and the exchange of good practices**

	<p>be defined? What does it include? How long should the projects last? Who must be included? What functions, obligations and rights do the different participants like teachers, students, companies? How are the proceedings documented? How can project work be evaluated? How does the role of a teacher change by offering project work? What kinds of skills and knowledge do teachers have to develop to be qualified to teach project work? etc. As a result they will develop "guidelines for good project work" Feb – June 2016: The "guidelines for good project work" are tested and ideas for the content of a pilot project are developed. From the very beginning the project is planned as a European project which means that there are always a minimum of three European partners involved. This will foster the language as well as the intercultural training of both students and teachers. It is also essential to involve companies. Their functions can be manifold: They can act as "creative director", as provider of facilities, e.g. laboratories, which are not available in neither schools nor universities, or as advisors in order to give practical input into the project work. Projects also need to be defined in such a way that both schools and universities can participate. Sept 2016 - June 2018: This subproject will follow common IMPROPAL planning outlined above in section G. Implementation.</p>
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Available Languages	English, German
Available Medias	Text, Website, Oral
Leading Organisation	JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLLETH
Participating Organisations	HOCHSCHULE WORMS, UNIVERSITATEA TEHNICA CLUJ-NAPOCA, BBS 1 WHV - Kooperationsbüro IBJ

Output Identification	O5
Output title	Counselling/coaching
Description of the intellectual output	<p>Participants: Leaders: Jade HS in collaboration with HS Worms. Follower: Xenter Botkyrka                  Description: At Jade HS and HS Worms, in addition to the lessons taught by academic staff, students can use a "backup service" that is provided by the student's counselling center to reflect on and learn about how they can improve their learning style and become more successful in their studies and also later on in their job. The main concern and aim of coaching and counselling is to provide a chance to work individually in a setting that meets the actual demand of the single student asking for feedback or advise. In the last three years during our counselling work we see, that the demand for an ongoing coaching and counselling process is increasing. People who come with questions and problems need several different things to change their behavior and find a solution to their questions or problems. Tools that can be applied can be: - face-to-face-counselling - courses with internal coaching experts to develop soft skills and gain experiences in a certain field by interacting and trying-out different possibilities in a group, like entrepreneurial thinking and learning - mentoring and peer mentoring Combining these tools, allows the students to pick what is necessary for them at the moment and to stay in touch and develop and reflect their skills within a longer period of time, due to the fact that a change of behavior always needs time and is a longer process. The aim of the project is to increase student's self-responsibility. In coaching and counseling we meet different target groups asking for support in all periods of their studies. Beginning from choosing which study or internship program is the right one, going on with how to study successfully and ending up with how to find an equivalent and satisfying job and perform well there. The coaching and counselling approach suggested to be tested in this project should investigate how educational organisations can support learners to: - find out more about their interests and values - find out if what they think and imagine is possible in a concrete institution - find out what steps are necessary to reach their aim - start to get into dialogue with experts for the target field and develop personal contacts - experience presenting themselves and getting into contact, rather than just staying with what they heard about their target field from thirds (media, interest groups, lobby, friends, parents, teachers, counselors) and much more. This subproject will follow common IMPROPAL planning outlined above in section G. Implementation.</p>
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Available Languages	German, English
Available Medias	Website, Service, Text
Leading Organisation	HOCHSCHULE WORMS
Participating Organisations	JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLLETH, Xenter Botkyrka

Output Identification	O6
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Output title	Formative assessment
Description of the intellectual output	<p>(For references see question about rationale under E. Description of the project above) Formative assessment can be defined as: "The process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning." (Cowie &amp; Bell, 1996/1999). As opposed to summative assessment (SA), which evaluates student performance at the end of the teaching period, formative assessment (FA) is aimed at improving teaching and learning during the process, by using intermediary student response as feed-back for recognizing teaching-learning gaps in order to adapt the teaching to better meet students needs. It is about continuous feedback on student's learning which can be given by teacher but also by other students, by a student himself and others. In John Hattie's meta-studies of successful learning models formative assessment is among those with highest ranking. FA is one of the key methods for stimulating students towards becoming more responsible for their own learning: "...students have to be active in their own learning (teachers cannot learn for them) and unless they come to understand their own strengths and weaknesses, and how they might deal with them, they will not make progress." (Harlen &amp; James, 1996) Terry Crooks warns that "marks or grades alone produce no learning gains. Indeed, there is some evidence that students gain the most learning value from assessment when feedback is provided without marks or grades." At the same time, since "student motivation is crucial to learning" and "assessment is one of the major influences on student motivation" Crooks argues that it is crucial to "try to optimize the motivational effects of feedback on assessment" (Crooks, 2001). To this aim, Crooks provides five key-factors influencing FA as "assessment that promotes learning": 1. learning goals are understood and shared by both teachers and students; 2. students are helped to understand and recognize the required standards; 3. students are invited to self-assessment; 4. feedback helps students recognize next steps and how to take them; 5. students gain confidence that their work can improve. (Crooks, 2001) FA in architectural higher education Within the framework of IMPROPAL, FAU-TUCN intends to develop a subproject on FA, developing and testing different ways of improving student learning through the reconsideration of the ways in which assessments take place and feedback is provided (to students about their learning, and to teachers about their teaching and assessment). Within our context of architectural higher education there are three main groups of disciplines, involving quite different assignment and assessment types: (1) project work, (2) seminar work accompanying theoretical disciplines, (3) theoretical disciplines. We propose developing and implementing specific FA principles and techniques and testing them on six disciplines: two disciplines for each of the three types of disciplines. Questionnaires will evaluate student response to the different deployed FA techniques. (1) PROJECT WORK Coaching sessions – regular (each coaching session/ workshop class) feedback is provided to each student (pair of students) along with informally assessing his or her progress in relation to the expected work phases – explained beforehand; other students are encouraged to attend; intermediate presentations – 1/2 for each project; feedback is provided along with intermediary marks, based on project presentation in front of the group; final presentations – critical session in which: all projects are pinned up on the workshop walls; students present their work to pairs of teachers and in front of other students; feedback is given to each project; after having reviewed all projects, marks are communicated and feedback on the group as whole is provided: general strengths, common mistakes, recommendations etc. (2) SEMINAR WORK accompanying theoretical disciplines Seminar work is designed to fix and assess learning from the theoretical course; seminar work takes place each two weeks, consisting in short desing exercises; exercise content is communicated beforehand and students asked to prepare documentation about next seminar's theme; during seminar work the teacher assists each student in solving the exercise; seminar-work marks are communicated before the next seminar takes place and feedback is provided on the group as a whole and individually upon request. (3) THEORETICAL DISCIPLINES 1/2 intermediate tests each semester to stimulate the gradual acquisition of a specific discipline's knowledge; intermediate-test marks count at smaller rate in the final mark; tests are explained, feedback is provided; final examinations consisting in: oral examination, with instant feedback from the teacher, personal-research-work presentations in front of the student group, and with other students' feedback. Planning as outlined above under G. Implementation.</p>
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Available Languages	Romanian, English
Available Medias	Website, Image, Text
Leading Organisation	UNIVERSITATEA TEHNICA CLUJ-NAPOCA
Participating Organisations	Xenter Botkyrka, STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM

#### 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.

Multiplier Events (ME) took place on the 23/3-2018 in Stockholm, Sweden and 25-26/4-2018 in Wilhelmshaven, Germany. During the TPM in Cluj, Romania (June 2017) the steering committee and the participants from the project partner institutions had a discussion about the ME/Conference originally planned to take place in Stockholm, home town of beneficiary Xenter Botkyrka. There was an overall desire that the one bigger conference should be changed into 2 smaller conferences so that the project and its outcomes could reach more audience/target groups, and more countries could participate, especially if the ME takes place in connection with other events. Previous dissemination events held by all partners individually, showed that there is a better turnout of participants if dissemination/ME are held in combination with other events. It was also upheld that the events should take place during early Spring term 2018, due to the different calendars of partner institutions (originally May of 2018). The IMPROPAL project team was also reflecting on the possibilities offered by using the terms "local" and "foreign" participant to reach a wider target audience than mainly local swedish teachers and institution managers and attempt to share the project results in a wider context. The change of venues was reported to the National Agency UHR Sweden. Multiplier Event 1: Stockholm, Sweden, 23/3 2018. The event gathered 88 local participants and 22 foreign participants. The target audience, both Swedish and foreign (e.g. Finland, the Baltic Sea countries) consisted mainly of teachers, managers and stakeholders in higher vocational education, that represent the strongest professional and managerial network of Xenter Botkyrka. The event was presenting the pedagogical approaches of IMPROPAL through the expert lecturers working in IMPROPAL and in the afternoon the event organized workshops. Additional value brought in by the event was addressing a desire from the audience to learn more about how european cooperation, through project types like Erasmus+, can be fruitful for the own pedagogical development. The conference was filmed and is available for public on the project webpage [www.impropal.eu](http://www.impropal.eu). Multiplier Event 2: Wilhelmshaven, Germany, 25-26/4 2018. In connection with the International Week at Jade Hochschule, the IMPROPAL team held presentations about the pedagogical approaches developed in the project and was organising workshops. The multiplier activities gathered 17 foreign registered participants (e.g. from France, Latvia, Finland) and more than 12 local participants, (German) teachers from the Oldenburg, Elsfleth and Wilhelmshaven Campuses, mainly attending the workshops. The number of professionals the IMPROPAL team engaged with is though higher, because of the large networking opportunities offered by the surrounding of the International Week. There was also a large number of "drop-in" visitors to IMPROPAL activities that could not be registered, but who showed big interest in the pedagogical approaches. More material regarding the conference can be found on [impropal.eu](http://impropal.eu). One important outcome from both events was that new professional networks were created and IMPROPAL project partners hope to achieve new european partnerships in the future. Another outcome was an insight in how important and relevant the content and implementation of IMPROPAL was for the participants at the events, based on the feedback received. The events were strong motivators for IMPROPAL partners to continue with pedagogical development projects.

Event Identification	E1
Event Title	Conference in Stockholm
Description of the multiplier event	<p>Multiplier Events (ME) took place on the 23/3-2018 in Stockholm, Sweden and 25-26/4-2018 in Wilhelmshaven, Germany. During the TPM in Cluj, Romania (June 2017) the steering committee and the participants from the project partner institutions had a discussion about the ME/Conference originally planned to take place in Stockholm, home town of beneficiary Xenter Botkyrka. There was an overall desire that the one bigger conference should be changed into 2 smaller conferences so that the project and its outcomes could reach more audience/target groups, and more countries could participate, especially if the ME takes place in connection with other events. Previous dissemination events held by all partners individually, showed that there is a better turnout of participants if dissemination/ME are held in combination with other events. It was also upheld that the events should take place during early Spring term 2018, due to the different calendars of partner institutions (originally May of 2018). The IMPROPAL project team was also reflecting on the possibilities offered by using the terms "local" and "foreign" participant to reach a wider target audience than mainly local swedish teachers and institution managers and attempt to share the project results in a wider context. The change of venues was reported to the National Agency UHR Sweden. Multiplier Event 1: Stockholm, Sweden, 23/3 2018. The event gathered 88 local participants and 22 foreign participants. The target audience, both Swedish and foreign (e.g. Finland, the Baltic Sea countries) consisted mainly of teachers, managers and stakeholders in higher vocational education, that represent the strongest professional and managerial network of Xenter Botkyrka. The event was presenting the pedagogical approaches of IMPROPAL through the expert lecturers working in IMPROPAL and in the afternoon the event organized workshops. Additional value brought in by the event was addressing a desire from the audience to learn more about how european cooperation, through project types like Erasmus+, can be fruitful for the own pedagogical development. The conference was filmed and is available for public on the project webpage <a href="http://www.impropal.eu">www.impropal.eu</a>. Multiplier Event 2: Wilhelmshaven, Germany, 25-26/4 2018. In connection with the International Week at Jade Hochschule, the IMPROPAL team held presentations about the pedagogical approaches developed in the project and was organising workshops. The multiplier activities gathered 17 foreign registered participants (e.g. from France, Latvia, Finland) and more than 12 local participants, (German) teachers from the Oldenburg, Elsfleth and Wilhelmshaven Campuses, mainly attending the workshops. The number of professionals the IMPROPAL team engaged with is though higher, because of the large networking</p>

	opportunities offered by the surrounding of the International Week. There was also a large number of "drop-in" visitors to IMPROPAL activities that could not be registered, but who showed big interest in the pedagogical approaches. More material regarding the conference can be found on <a href="http://impropal.eu">impropal.eu</a> . One important outcome from both events was that new professional networks were created and IMPROPAL project partners hope to achieve new european partnerships in the future. Another outcome was an insight in how important and relevant the content and implementation of IMPROPAL was for the participants at the events, based on the feedback received. The events were strong motivators for IMPROPAL partners to continue with pedagogical development projects.
Country of Venue	Sweden
Start Date (dd-mm-yyyy)	01/09/2015
End Date (dd-mm-yyyy)	31/08/2018
Intellectual Outputs Covered (using Output Identification number)	O2;O1;O6;O5;O4;O3
Leading Organisation	Xenter Botkyrka
Participating Organisations	JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH

## 5.5. Learning/Teaching/Training Activities

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

The planned short-term learning, teaching and training activities of project IMPROPAL were included for several purposes.

One purpose was that of ensuring a longer term impact of the project by offering to teachers, and on many occasions also to managers from partner institutions, a real opportunity of engagement with the pedagogical approaches listed under Intellectual Outputs. During the leaders and follower visits, the experience of the leaders could be shown and demonstrated regarding particular implementations in educational programmes, courses or offices working with students, and the followers' questions and inquiries were used to both design and implement tryouts (course experiments, new modules, new features etc) at follower institutions, and to reflect on improvements on the leaders' implementation. By the end of the project, or of the time spent on the implementation of pedagogical approaches selected for the project duration, during the LTTA-s, the partners were using tools of peer assessment and collegial feedback in regards to partner presentations.

Another purpose of the LTTAs was to work jointly with dissemination within the project. All project partners were disseminating the intellectual outputs and the project results also on their own, as explained under headline "Dissemination" in this report. But in connection with the LTTAs, IMPROPAL project was also organizing meeting opportunities with other local teacher, manager, municipality worker or counsellor groups where the european partnership was presented and an exchange of experience could take place. For the teachers and project managers involved in IMPROPAL, the idea of adding value to the activities performed was of high importance, therefore the workshop-like dissemination activities performed jointly by the partners partially in connection with the LTTAs, could reach more than only the teachers and managers active in the project or working at the partner institution.

The real-life meetings between teachers from different institutions and educational levels, both inside and outside the partnership, was the way to achieve the goals of the strategic partnership at a european level and also giving the ideas for the means of making project IMPROPAL sustainable for the future by learning what is of importance and relevant for the target groups of the project in an European context.

It is important to uphold though, that due to the high level of qualification and pedagogical insight of the staff involved in project IMPROPAL, as well as the tight and full schedules of participants, the core pedagogical issues of the Intellectual Outputs were handled more efficient than anticipated and budgeted for in the application. Online communication offered a satisfying and environmentally friendly alternative to the travels, more issues between Leaders and Followers could be handled at the same opportunity due to previous communication of agendas. LTTA travels were performed when it was assessed that more value in terms of impact, dissemination, etc could be added.

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

During the implementation of project IMPROPAL, students of different ages and at different levels in the education system, were exposed to the pedagogical approaches described under Intellectual Outputs. In those cases where it was possible, the increased self responsibility in the own learning process, was explained, shown or demonstrated by increased study results/performance (for more details please see the IMPROPAL Toolbox). These study results/knowledge assessments were expressed in the particular grading system of each country and/or education system and no additional European instruments or national instruments/certificates were added or used in connection with the implementation of the pedagogical approaches. For the most part, the project has used qualitative evaluations of the implemented pedagogical approaches when it comes to the student experience. The Toolbox contains examples of self-evaluation forms, course evaluation forms etc. where meta-learning outcomes related to IMPROPAL goals can be evaluated.

The project IMPROPAL did not use any additional European or national instruments/certificates for participants such as students, as it was not applied for to do so.

As the learning, teaching and training activities had teachers and local stakeholders as participants, the evaluation of the learning outcomes after these activities was also qualitative in the whole and the results are highlighted under several other headlines of this report. There was used: an open and direct feedback in connection with the meetings and the associated disseminations; deeper interviews in some cases; and in form of the result of these LTTA-s, where work with particular pedagogical approaches was continued or changed, or got to the next stage.

The project IMPROPAL did not use any additional European or national instruments/certificates for participants such as teachers, as it was not applied for to do so.

Activity No.	C1
Field	HE
Activity Type	Short-term joint staff training events
Activity Description	Flipped learning. For the description see the Intellectual Output 1 (O1). For the place of the subproject Flipped learning in the project as a whole and the description of its activities see section G.1. Implementation and O7. See also the timetable of the project in the appendix
No. of Participants	11
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)	44
Participating Organisations	UNIVERSITATEA TEHNICA CLUJ-NAPOCA, JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH, Xenter Botkyrka, HOCHSCHULE WORMS

Activity No.	C2
Field	HE
Activity Type	Short-term joint staff training events
Activity Description	Entrepreneurial learning. For the description see the Intellectual Output 2 (O2). For the place of the subproject Entrepreneurial learning in the project as a whole and the description of its activities see section G.1. Implementation and the Intellectual Output O7. See also the timetable of the project in the appendix.
No. of Participants	2
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)	14
Participating Organisations	STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM

Activity No.	C3
Field	HE
Activity Type	Short-term joint staff training events
Activity Description	Co-creative learning. For the description see the Intellectual Output 3 (O3). For the place of the subproject Co-creative learning in the project as a whole and the description of its activities see section G.1. Implementation and the Intellectual Output O7. See also the timetable of the project in the appendix.
No. of Participants	4
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)	20
Participating Organisations	STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM

Activity No.	C4
Field	HE
Activity Type	Short-term joint staff training events
Activity Description	Project work. For the description see the Intellectual Output 4 (O4). For the place of the subproject Project work in the project as a whole and the description of its activities see section G.1. Implementation and the Intellectual Output O7. See also the timetable of the project in the appendix.
No. of Participants	6
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)	5
Participating Organisations	Xenter Botkyrka, HOCHSCHULE WORMS, UNIVERSITATEA TEHNICA CLUJ-NAPOCA

Activity No.	C5
Field	HE
Activity Type	Short-term joint staff training events
Activity Description	Counselling/coaching. For the description see the Intellectual Output 5 (O5). For the place of the subproject Counselling/coaching in the project as a whole and the description of its activities see section G.1. Implementation and the Intellectual Output O7. See also the timetable of the project in the appendix.
No. of Participants	1
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)	6
Participating Organisations	JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLLETH

Activity No.	C6
Field	HE
Activity Type	Short-term joint staff training events
Activity Description	Formative assessment. For the description see the Intellectual Output 6 (O6). For the place of the subproject Formative assessment in the project as a whole and the description of its activities see section G.1. Implementation and the Intellectual Output O7. See also the timetable of the project in the appendix.
No. of Participants	3
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)	12
Participating Organisations	Xenter Botkyrka, STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM

### 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 involved in the LTTAs were selected by each partner according to the implementation desired to be pursued (in particular, which pedagogical approach the partner institution desires to implement more in depth). The participant list was communicated to the partnership either in connection with the initial transnational project meetings or through e-mail, in case this was decided at a later date. The participants had a minimum of qualification as teachers in their respective field, and/or higher, as was the case of the professors and lecturers contributing to IMPROPAL, or had other suitable qualifications for being involved in the development/implementation of a pedagogical approach.

Important to uphold, as mentioned elsewhere, that LTTAs always had an "open door" policy when it comes to local participants, who were free to join the study visits, workshops and connected seminars. The European travels were only performed by representatives who had an ongoing implementation of the pedagogical approaches and who had the appropriate connection with the project (e.g. staff agreement). In between LTTAs the contact and communication between leaders and followers was kept by means of online communication.

A name and background list of expected participants was submitted in the project application. During the project, some expected participants left the projects due to other professional or personal pursuits, and they were replaced by suitable staff and according to rules. Changes were reported in interim reports to NA or, if minor, to the IMPROPAL steering committee.

## 6. Follow-up

## 6.1. Impact

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

The Erasmus+ project IMPROPAL had a valuable impact on the participants and participating organisations and hopefully this report was able to highlight this under the other headlines of this final report as well. Project IMPROPAL was not focusing on the teaching of subjects matter when it comes to teaching. By focusing on the students' experience when it comes to being able, and to knowing how, to take more responsibility for the own learning, when working with the pedagogical approaches described under Intellectual Outputs, a whole new process of insight and reflection was started for the staff and managers of the participating organisations. Gradually, during project duration, this process evolved to an insight that in order to fully succeed pedagogically within one approach it was important and useful to use pedagogical inputs from the other approaches, and the way to do so was made easier by having the necessary tools at hand, provided through the partnership and its experience. The project IMPROPAL had a strong impact on the participating organisations when it comes to understanding entrepreneurship in learning and teaching not only as related to knowing how to start and run a company or small business, but also as way to grow in students the necessary skills needed for successful employments, flexibility and mobility on the work market, and creating value for others, just to name a few. For this, teaching and managerial staff have to develop a common view of which pedagogical efforts are needed so that the students can experience a continuity in terms of the learning environment being creative and challenging, a continuity of the set of demands and support functions, such as coaching and counselling, etc. This process of negotiating the pedagogical values within the participating organisations in project IMPROPAL was either started or accelerated thanks to the meeting opportunities with the european partners. A new set of collaborations was made possible or strengthened by project IMPROPAL. For instance, FAU-UTCN, Romania signed a new KA1 partnership with Jade HS, Germany in the field of Architecture, where student and teacher exchanges already started. IMPROPAL contributed to a stronger networking of the education partners in Wilhelmshaven, Germany, especially BBS Wilhelmshaven and Jade HS. Xenter Botkyrka and Windesheim are investigating the possibilities of a next project regarding collaboration with trade and industry. Jade HS and Xenter Botkyrka expressed an interest in investigating the possibilities of a new project regarding the use of an entrepreneurial approach to learning when it comes to language courses for the refugees or newly arrived. For updates, please check our website [www.impropal.eu](http://www.impropal.eu) where more information about the partnership's new projects will be published, as well as a more comprehensive list of all particular collaborations that were made possible through the impact of project IMPROPAL.

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?

All project partners are active within specific educational contexts, like higher education, higher vocational education, gymnasium and vocational education. Through the professional networks of the participating organisations, which the IMPROPAL teams could meet during the different dissemination opportunities organised in connection with the LTAs or TPMs of the project, an exchange of experience was possible in otherwise not so usual ways. This was very important from the point of view of lowering the barriers between educational sectors and investigating opportunities of flexible collaborations, all in the best interest of the students. So if for the participating organisations active in higher education the main target group would have been teachers and lecturers/professors within higher education, through project IMPROPAL these organisations could reach and influence with the good practice examples, the teachers within Vocational or Higher Vocational Education, or Gymnasium and vice-versa. And not only the teachers. One interesting aspect of the dissemination process, and learning outcome in the project, was to be able to include and have discussions with managerial staff of different organisations. This was important in order to discuss and have insight in one important aspect of any pedagogical endeavour: resources.

One of the cross-sectoral achievements to mention is also regarding offering inspiration, experience and hand-on strategies for municipality personnel and workers (as in Sweden and Germany), companies and trade and industry personnel and educators (as in Sweden, The Netherlands, Germany and Romania).

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?

Project IMPROPAL had focus on one of the most important horizontal EU-priorities, namely developing basic and transversal skills using innovative methods. The project identified students' own responsibility in their learning during studies, during internships or upon entering or during professional practice, as well as entrepreneurial thinking, as something educational institutions and organisations can work with, influence and develop methods for. Transversal skills and competences require attention to:

Thinking  
Language  
Application of knowledge  
Social interaction  
Attitudes and values,  
according to [https://ec.europa.eu/escop/portal/escopedia/Transversal\\_knowledge\\_44\\_skills\\_and\\_competences](https://ec.europa.eu/escop/portal/escopedia/Transversal_knowledge_44_skills_and_competences).

The innovative methods that project IMPROPAL suggested for developing basic and transversal skills, in particular students' own responsibility in learning and entrepreneurship/entrepreneurial thinking and/or learning, were the pedagogical approaches of flipped learning, the entrepreneurial approach to learning, co-creative learning, (international) project work, coaching and counselling, and formative assessment. The organisations participating in project IMPROPAL were developing, implementing and/or testing how these pedagogical approaches can - individually or combined (in most cases) - be of use in the educational process, as well as what would be good practice examples for the target audience to use and be inspired of. The project makes also a contribution to:

knowing what kind of efforts/resources would be necessary for implementing the pedagogical approaches, dissemination of the ideas and implementations of these approaches, including literature surveys in some cases, mapping resources needed for eventually improving current practices, how different educational levels, from (post-secondary) vocational education to higher education, can see what is suitable, possible and/or recommended by the participating organisations, and much more.

Project IMPROPAL attempted to build a Toolbox ([www.impropal.eu/toolbox](http://www.impropal.eu/toolbox)) for teachers where, to the greatest extent possible, these contributions are gathered under following headlines:

What it is  
What it contains of  
Completed tests and preliminary results  
How to use  
How to create conditions  
How to train this ability  
with respect and considerations to the intrinsic particularities of each pedagogical approach, as well as the possibilities and/or limitations created by the size and means of each participating organisation, the time and resources allocated by this project, local or wider support, and other factors.

The participating organisations believe that the total impact achieved by the project on average is at least in line with the expectations expressed in the application. On those impact areas where the project did not reach all the way, the participating organisations were planning on new projects or types of dissemination. On the impact areas where the project was exceeding the expectations in the application, the work will continue as it meant producing a structural change that now has to be maintained.

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

The impact of project IMPROPAL is to some extent more difficult to assess in an immediate time perspective, as it is known by all practitioners in education that it takes about 3 to 5 years until the real effects of pedagogical implementations can with certainty be evaluated as producing the connected impact. For the most of the pedagogical approaches disseminated during project IMPROPAL, had a research and

What it is important to uphold in terms of impact at the current moment, is that the strategic partnership developed and sustained over the three years of project duration, was producing experience and competence outcomes for staff, students and managers. This is probably also one long term impact that can be associated with project IMPROPAL.

One of the purposes of project IMPROPAL was that through disseminations at different levels of the educational systems achieve indications that the suggested pedagogical approaches can be used for increasing students' responsibility

Qualitative indicators  
One qualitative indicator of the impact of the project is that there are decisions taken to implement the pedagogical approaches at all partner institutions. This will also assure a long term impact of the efforts done in the project as well as improvements of the learning environment and a higher competence of teaching staff.

Quantitative indicators  
In terms of number of stakeholders in education that were participating in the project disseminations, were reached by or were indirectly influenced by the project, is in line with the numbers considered in the application but also probably exceeding, as there was no estimation regarding how and how many used the webpage. This would be a project follow-up action to pursue.

One website that includes the toolbox of the six pedagogical approaches of project IMPROPAL was created during project duration and will be maintained after project end. As pointed out above, the number of visitors of the webpage can give an indication of the impact in the future, but this difficult to appreciate at the moment.

Two or more scientific articles were published in respective journals, and will also be published on the project website [www.impropal.eu](http://www.impropal.eu). How the scientific community will react to the content presented in the articles is also too soon to evaluate, but it will be of interest for the participants in the project to evaluate this at a later stage.

More details on quality and quantity of impact will be made available on [www.impropal.eu](http://www.impropal.eu)

## 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.

In project IMPROPAL there was a main focus to reach out to teachers within higher education, vocational and higher vocational education, and other groups of teachers that would have immediate use of the pedagogical approaches of interest in project IMPROPAL. For the most of the pedagogical approaches disseminated during project IMPROPAL, the target groups for internal disseminations were, for instance, university lecturers and professors from the own faculties and the associated faculties of the same university, teaching PhD students and professors' assistants, and other specific professional networks within the level of higher education. For the vocational and higher vocational education organisations (from Germany and Sweden), the target groups were teachers and profession educators, and specific professional networks, but there was also an outreach towards universities and other educational stakeholders through the competence networks that many of the educators and organisations are a part of.

As it was pointed out before under other headlines of this final report, one achievement of project IMPROPAL was to have succeeded to disseminate the pedagogical approaches also to managerial and leadership representatives from both the participating organisations and from the other institutions that participated in the project's disseminations and multiplier events. As an example, the project could reach through its Multiplier Events over 100 key representatives from the Higher Vocational Education Swedish national organisation and many universities in Europe. Project IMPROPAL reached an international key group of teachers and managers through the international projects that Jade HS and HS Worms has, in the fields of Applied Sciences and Tourism Management, in particular the United States, but also China or Turkey.

Another key group that project IMPROPAL identified as important to be in the audience of the different disseminations provided, were different municipality personnel and leaders, because usually they are deciding for the budget of different public bodies and are interested in how public funds are used in education. This opportunities were also identified as important for the impact on the long run of this project and proved to be fruitful for the purpose of this impact.

The students currently attending and/or who graduated during project duration from the participating organisations in project IMPROPAL, are also an important category that was reached by the disseminations. For the long term impact and follow-up opportunities of the project, this is a group that we are interested in keeping a close contact to. The student groups, in particular the Co-creative learning groups, were not only beneficiaries of the implementations of the pedagogical approaches, but had also the opportunity to reflect and give feedback regarding many implementation issues.

The project's disseminations were planned to reach and reached also the important target group of representatives from the trade and industry, companies of different sizes and employment categories, from all countries participating in the project.

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

All participating organisations in project IMPROPAL carried out local and regional disseminations. During these disseminations the participating organisations could inform about the content and aims of the project and of the partnership, present more in detail the intellectual output of interest and the planned suggestions of implementation. The content of these disseminations was changing of course during the project, depending on progress made or if some results were up to be reported or discussed. The local and regional disseminations allowed project participants to develop their professional networks, to develop pedagogical insights based on the feedback received during these occasions and, nevertheless, to address the challenges of cross-sectoral collaborations. The disseminations had the form of presentations to local teacher groups and other nearby stakeholders belonging to the projects target group, but also workshops or study visits.

At a wider scale, during IMPROPAL there were carried out also national and european disseminations in the form of participation to conferences in all participating countries, publication of scientific articles, the organizing and performing of a Multiplier Event and by creating and promoting the project webpage [www.impropal.eu](http://www.impropal.eu). Participants in project IMPROPAL were also performing and receiving study visits at a national, european or international level during which the content of the project, the aims and findings, and more were presented.

As mentioned under other headlines of this report, disseminations were also performed during LTAs so that "a local dissemination" to local or regional collaborators got an european added value, due to the presence of expert lecturers and teachers from the project partner countries.

The project is transparent when it comes to names of teachers involved in the different implementations, and regarding the resources used. We chose to be very careful and/or restrictive in publishing student names, from students involved in the different implementations and evaluations, if not explicit permission was collected. But the supporting materials are to be found at the partner organisations and can be handed out if requested.

All the disseminations mentioned above took place during the whole project duration. Images and dissemination materials are uploaded on our webpage, because a fair presentation of all disseminations carried out by IMPROPAL partners requires more editing space.

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 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.

The intellectual outputs of project IMPROPAL are consisting of descriptions, examples of implementations and associated issues, regarding a total of six pedagogical approaches.

The results of this project in form of the Toolbox for teachers are made available in the Erasmus+ Project Results Platform (<https://ec.europa.eu/programmes/erasmus-plus/projects/>) under the project name INCREASING STUDENTS' RESPONSIBILITY FOR THEIR OWN LEARNING THROUGH THE USE OF INNOVATIVE PEDAGOGICAL APPROACHES (<https://ec.europa.eu/programmes/erasmus-plus/projects/#search/keyword=increasing%20students%20responsibility%20of%20their%20own%20learning%20through%20the%20use%20of%20innovative%20pedagogical%20approaches&matchAllCountries=false>)

The project website [www.impropal.eu](http://www.impropal.eu) has an open access and contains not only the results of the project, gathered under Toolbox, but also additional material such as dissemination presentations, photos, contact lists for all participating organisations, conference film, interviews, links to other platforms and/or materials used in the project etc. This website will be an open window to the experience of participating organisations in project IMPROPAL, and efforts are made to be able to enhance and improve it in the future.

The project is transparent when it comes to names of teachers involved in the different implementations, and regarding the resources used. We chose to be very careful and/or restrictive in publishing student names, from students involved in the different implementations and evaluations, if not explicit permission was collected. But the supporting materials are to be found at the partner organisations and can be handed out if requested.

As there will be a follow-up and/or continuation of many efforts made during project duration, in form of finding new project partners or developing new pedagogical ideas connected to the present implementations just to give some examples, the organisations that participated in project IMPROPAL, are also interested in open information and communication regarding IMPROPAL achievements. If by any chance we missed something that should have been made available, please contact us at: [impropal@xenter.se](mailto:impropal@xenter.se)

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

The project webpage is one main channel of making project results available for the target group after project end date. Maintenance and updates will be done by Xenter Botkyrka, as reported above. The webpage is not only making results public, but is also showing examples of workshops about how to train working as a teacher with a certain pedagogical approach. Updates on this area can attract and motivate stakeholders in education to keep in touch with the webpage.

The pedagogical approaches developed under the strategic partnership are implemented at the partner institutions, and will be further implemented. The results of the project and the experiences accumulated during the partnership can serve as a motivation and a good practice example that can further strengthen the decision to start or continue using one of the approaches. By further and wider dissemination on local, regional or national and european level, partners can refer to the IMPROPAL results.

Partners in IMPROPAL developed new professional networks thanks to the Erasmus+ Strategic Partnership and also acquired dissemination and conference experience. Teachers at the partner institutions are now more comfortable with the dissemination process (explaining the approaches, receiving study visits, looking for development of the own practice through the dissemination and workshops, etc) and this can strongly support that project results will remain available or will be used by others.

The IMPROPAL team also identified several other ways of continuing the project or of using project results in other contexts (see below) and this would also create new ways of using the project results.

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?

During the implementation of the pedagogical approaches highlighted in project IMPROPAL in the different levels and fields of education where project partners are active, and nevertheless through the regular and significant dissemination efforts and opportunities, new ideas of using the actual pedagogical

## KA2 - Cooperation for innovation and the exchange of good practices

approaches in combination with each other were born.  
The project approach as such, speaking of: assembling a toolbox, gathering good practice examples, analyses and making suggestions for workshops, thinking of education in a cross-curricular perspective, as well as combining all this with the opportunities of professional networking is also usable in many different fields or areas.  
It is also important to uphold that even if the participants and participating organisations in project IMPROPAL feel a great sense of achievement, as described under other headlines of this report, there are still efforts needed at large in education for implementing the EU-visions and Europe 2020 strategies.

One particular area regarding the use of an entrepreneurial approach to learning, in combination with several of the other pedagogical approaches and the IMPROPAL concept as such, are projects regarding increased cooperation between education and companies from trade and industry. As the policy document Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems (Brussels, 20.9.2011 COM(2011) 567 final) is stating: "Involving employers and labour market institutions in the design and delivery of programmes, supporting staff exchanges and including practical experience in courses can help attune curricula to current and emerging labour market needs and foster employability and entrepreneurship," and "The contribution of higher education to jobs and growth, and its international attractiveness, can be enhanced through close, effective links between education, research and business – the three sides of the 'knowledge triangle'". In that sense, project IMPROPAL can be a starting point and offer inspiration, as it brought together the skills, practical knowledge and close trade and industry partnerships of vocational and higher vocational education partners, with the higher education partners experienced in education, research and research projects with connection to the trade and industry. There is need of looking further in how to create and implement collaboration models between the trade and industry and education, but also "what it takes" from a student and teaching perspective.

The implementations of the pedagogical approaches included in project IMPROPAL, where in particular we looked at flipped learning as a first but the other approaches need to be included, the approaches are rich in communicative and language enhancing opportunities. Therefore, projects connected to language teaching in combination with above mentioned pedagogical approaches would have a significant importance for the European goals regarding refugee integration, higher mobility and adaptation of workforce, etc.

By looking into "the growing, by teaching" of the skill of taking own responsibility in learning, project IMPROPAL can also be of inspiration in integration projects with focus on achieving not only language but also entrepreneurial and civic skills.

IMPROPAL can also inspire or start projects about a better usage of public resources when parts of teaching and learning can be done in other settings, not only when "flipping" the classes but also when student projects and internships are performed outside school settings.

An important continuation of project IMPROPAL could be to use it as a competence development of public and private (as in "educators from trade and industry") teacher groups, through the fulfilled development of courses regarding our approaches. IMPROPAL came as far as developing workshops based on the project participants' experience but the development of competence development courses would have required more resources.

### 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?

Webpage - The webpage [www.impropal.eu](http://www.impropal.eu), containing detailed information about the project, including the Toolbox, will be maintained at least 3 years by Xenter Botkyrka. Updates from partners will be uploaded, both regarding the latest contact persons, the latest developments regarding the intellectual outputs, etc. In case there will be follow-up disseminations and other events connected to the further exploitation of project results, these will be published and promoted through the website. A small amount of the grant for project management and implementation will be used for this, as project funds were responsibly used during project duration, and in some cases, the possibility of co-financing of PMI activities from the project partner institutions was in place.

The Toolbox - as one output of the project, it will be useful for all partners to exploit it by making it available through translation for the local and national partners, as well as by adding new features to it. It is to be hoped for that the proper resources and means for this pursuit will be found from both local budgets but also perhaps from national or European resources. Features for a graphic profile and/or other summarizing infographics for the Toolbox is on the wish and priority list of IMPROPAL partners, and a topic of the ideas of collaboration.

Pedagogical approaches - One very important sustainability issue will be to continue the local development of pedagogical approaches that engaged the project partner institutions. Project participants believe that there would be an interesting opportunity for continuation in this direction by combining these six pedagogical approaches of interest in IMPROPAL with the project ideas listed under Dissemination, in relation with a wider or different use of the project. Some examples: collaboration projects with trade and industry, language teaching and innovative pedagogical approaches, projects about tools for integration of refugees, increasing of entrepreneurial and civic skills in working with underprivileged students and/or groups, and so on.

## 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				
941481516	27,269.00	9,200.00	57,988.00	13,200.00	1,100.00	2,200.00	0.00	0.00	0.00	0.00	110,957.00
946930588	7,400.00	2,875.00	19,396.00	0.00	550.00	600.00	0.00	0.00	1,560.00	0.00	32,381.00
948792891	2,500.00	0.00	856.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,356.00
951107893	7,386.00	8,625.00	32,583.00	0.00	1,650.00	3,400.00	0.00	0.00	1,563.00	0.00	55,207.00
955818407	8,866.00	6,325.00	11,968.00	3,800.00	825.00	1,200.00	0.00	0.00	1,575.00	0.00	34,559.00
999897244	9,047.00	8,050.00	11,032.00	0.00	550.00	1,600.00	0.00	0.00	1,563.00	0.00	31,842.00
<b>Total</b>	<b>62,468.00</b>	<b>35,075.00</b>	<b>133,823.00</b>	<b>17,000.00</b>	<b>4,675.00</b>	<b>9,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>6,261.00</b>	<b>0.00</b>	<b>268,302.00</b>

#### 7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	268,302.00
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Please provide any further comments you may have concerning the above figure.

Issues with reporting travels for Learning, Teaching, Training Activities were also described above under Project risks. Also, attached interim reports show where problems with reporting LTTAs were previously notified to the NA UHR Sweden. Where planned travels could not be performed, the project was performing online meetings. As mentioned before, the costs of maintaining and updating the webpage were not carefully evaluated in the project application. Therefore there was a need to allow Xenter Botkyrka a larger amount of the PMI budget, to support the producing of products for dissemination and publication of project results (like video footage and interviews, editing and maintaining text on the website). We believe that this supports a greater impact of the project and improves the project results.

### 7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Total
941481516	Beneficiary	Xenter Botkyrka	27,269.00
955818407	Partner	JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH	8,866.00
948792891	Partner	BBS 1 WHV - Kooperationsbüro IBJ	2,500.00
946930588	Partner	HOCHSCHULE WORMS	7,400.00
951107893	Partner	STICHTING CHRISTELIJKE HOGESCHOOL WINDESHEIM	7,386.00
999897244	Partner	UNIVERSITATEA TEHNICA CLUJ-NAPOCA	9,047.00
<b>Total</b>			<b>62,468.00</b>

### 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)
941481516	1	6	100 - 1999 km	575.00	3,450.00
941481516	1	1	100 - 1999 km	575.00	575.00
941481516	1	2	100 - 1999 km	575.00	1,150.00
941481516	1	2	100 - 1999 km	575.00	1,150.00
941481516	1	5	100 - 1999 km	575.00	2,875.00
946930588	1	1	100 - 1999 km	575.00	575.00
946930588	1	2	100 - 1999 km	575.00	1,150.00
946930588	1	2	100 - 1999 km	575.00	1,150.00
951107893	1	3	100 - 1999 km	575.00	1,725.00
951107893	1	2	100 - 1999 km	575.00	1,150.00
951107893	1	4	100 - 1999 km	575.00	2,300.00
951107893	1	4	100 - 1999 km	575.00	2,300.00
951107893	1	2	100 - 1999 km	575.00	1,150.00
955818407	1	2	100 - 1999 km	575.00	1,150.00
955818407	1	4	100 - 1999 km	575.00	2,300.00

## KA2 - Cooperation for innovation and the exchange of good practices

955818407	1	2	100 - 1999 km	575.00	1,150.00
955818407	1	3	100 - 1999 km	575.00	1,725.00
999897244	1	4	100 - 1999 km	575.00	2,300.00
999897244	1	2	100 - 1999 km	575.00	1,150.00
999897244	1	2	100 - 1999 km	575.00	1,150.00
999897244	1	4	100 - 1999 km	575.00	2,300.00
999897244	1	2	100 - 1999 km	575.00	1,150.00
				<b>Total</b>	<b>35,075.00</b>

**7.4. Intellectual Outputs**

PIC of the Organisation	Output Identification	Staff Category	Country of Organisation	No. Of Working Days	Grant per Day	Total (Calculated)
941481516	O3	Managers	Sweden	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		44	241.00	10,604.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
955818407	O5	Managers	Germany	3	280.00	840.00
		Teachers/Trainers/Researchers/Youth Workers		21	214.00	4,494.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
999897244	O6	Managers	Romania	11	88.00	968.00
		Teachers/Trainers/Researchers/Youth Workers		38	74.00	2,812.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
946930588	O4	Managers	Germany	16	280.00	4,480.00
		Teachers/Trainers/Researchers/Youth Workers		10	214.00	2,140.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00

## KA2 - Cooperation for innovation and the exchange of good practices

955818407	O4	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		5	214.00	1,070.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
941481516	O5	Managers	Sweden	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		30	241.00	7,230.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
941481516	O6	Managers	Sweden	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		30	241.00	7,230.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
941481516	O2	Managers	Sweden	10	294.00	2,940.00
		Teachers/Trainers/Researchers/Youth Workers		30	241.00	7,230.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
999897244	O4	Managers	Romania	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		39	74.00	2,886.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
946930588	O5	Managers	Germany	12	280.00	3,360.00
		Teachers/Trainers/Researchers/Youth Workers		33	214.00	7,062.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
941481516	O1	Managers	Sweden	30	294.00	8,820.00
		Teachers/Trainers/Researchers/Youth Workers		50	241.00	12,050.00
		Technicians		0	0.00	0.00
		Administrative support staff		12	157.00	1,884.00

## KA2 - Cooperation for innovation and the exchange of good practices

946930588	O1	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		11	214.00	2,354.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
955818407	O1	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		20	214.00	4,280.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
999897244	O3	Managers	Romania	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		30	74.00	2,220.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
999897244	O1	Managers	Romania	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		29	74.00	2,146.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
946930588	O2	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		0	0.00	0.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
948792891	O2	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		0	0.00	0.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
948792891	O4	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		4	214.00	856.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00

## KA2 - Cooperation for innovation and the exchange of good practices

951107893	O1	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		30	241.00	7,230.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
951107893	O3	Managers	Netherlands	10	294.00	2,940.00
		Teachers/Trainers/Researchers/Youth Workers		33	241.00	7,953.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
955818407	O3	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		6	214.00	1,284.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
951107893	O6	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		30	241.00	7,230.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
951107893	O2	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		30	241.00	7,230.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
955818407	O2	Managers	Germany	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		0	0.00	0.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
<b>Total</b>				<b>657</b>		<b>133,823.00</b>

## 7.5. Multiplier Events

## KA2 - Cooperation for innovation and the exchange of good practices

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)
941481516	E1	Sweden	88	100.00	22	200.00	13,200.00
955818407	E1	Sweden	4	100.00	17	200.00	3,800.00
<b>Total</b>			<b>92</b>		<b>39</b>		<b>17,000.00</b>

**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)
941481516	C1	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
941481516	C6	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
946930588	C1	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
946930588	C4	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
951107893	C2	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
951107893	C3	Short-term joint staff training events	4	100 - 1999 km	275.00	1,100.00
955818407	C1	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
955818407	C5	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
999897244	C1	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
<b>Total</b>			<b>17</b>			<b>4,675.00</b>

**7.6.2. Individual Support**
**7.6.2.1. Short-term Learning/Teaching/Training Activities**

PIC of the	Funded	No. of Participants	No. Of	Grant per
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**KA2 - Cooperation for innovation and the exchange of good practices**

Sending Organisation	Activity No.	Activity Type	Duration (days)	(excluding accompanying persons)	Grant per participant	Accompanying Persons	Accompanying Person	Total (Calculated)
941481516	C1	Short-term joint staff training events	5	2	500.00	0	0.00	1,000.00
941481516	C6	Short-term joint staff training events	6	2	600.00	0	0.00	1,200.00
946930588	C1	Short-term joint staff training events	6	1	600.00	0	0.00	600.00
951107893	C2	Short-term joint staff training events	7	2	700.00	0	0.00	1,400.00
951107893	C3	Short-term joint staff training events	5	4	500.00	0	0.00	2,000.00
955818407	C1	Short-term joint staff training events	6	1	600.00	0	0.00	600.00
955818407	C5	Short-term joint staff training events	6	1	600.00	0	0.00	600.00
999897244	C1	Short-term joint staff training events	8	2	800.00	0	0.00	1,600.00
<b>Total</b>			<b>49</b>	<b>15</b>	<b>9,000.00</b>			

**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

**7.7. 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)
951107893	Equipment used for developing the Intellectual Output IO1 Flipped Learning. Costs for camera and additional equipment (microphones, stands, etc.) Purchased by Xenter Botkyrka.	2,084.00	1,563.00
999897244	Equipment used for developing the Intellectual Output IO1 Flipped Learning. Costs for camera and additional equipment (microphones, stands, etc.) Purchased by Xenter Botkyrka.	2,084.00	1,563.00
946930588	Equipment used for developing the Intellectual Output IO1 Flipped Learning. Costs for camera and additional equipment (microphones, stands, etc.) Purchased by HS Worms	2,080.00	1,560.00

955818407	Exceptional Cost related to purchase of equipment for flipped learning. Jade HS was taking over the responsibility of developing the Intellectual Output Flipped learning as a follower of the approach, from BBS Wilhelmshaven, as reported in previous interim reports.	2,100.00	1,575.00
Total		8,348.00	6,261.00

## 7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

## Annexes

in this section, you need to attach 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 official languages of the Erasmus+ Programme Countries.
- 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:  
<http://ec.europa.eu/programmes/erasmus-plus/projects/>

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