

UK01 British Council, in partnership with Ecorys UK – British Council

1. General Information

1.1. Final Report for School Exchange Partnerships

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

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

Step 1: Coordinator's report

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

Step 2: Getting the report ready for submission

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

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

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

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

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

Step 3: Submitting the joint partnership report

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

Important notes

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

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

1.2. Report Form Structure

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

- **General Information**
- **Context:** this section resumes some general information about your project;
- **Project Identification**
- **Project Summary:** this section summarises your project and the organisations involved as partners;
- **Project Description**
- **Project Management**
- **Learning, Teaching and Training Activities**
- **Timetable**
- **Follow-up**
- **Budget (coordinator school)**
- **Annexes:** additional documents that are mandatory for the completion of the report;

2. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key-Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Action Type	School Exchange Partnerships
Main Objective of the project	Exchange of Good Practices
Call	2019
Round	Round 1

Report Type	Final
Language used to fill in the form	EN

3. Project Identification

Grant Agreement Number	2019-1-UK01-KA229-061515_1
Project Title	International Sharing of Mathematic and Science Principles
Project Acronym	ISMS
Project Start Date (dd-mm-yyyy)	01/09/2019
Project End Date (dd-mm-yyyy)	31/08/2022
Project Total Duration (months)	36
Coordinator Organisation Legal Name:	United Learning Trust Accrington Academy
National Agency	British Council, in partnership with Ecorys UK – British Council

4. Project Summary

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

Project summary at application time:

If applicable, project summary at application time in English:

The motivation behind the project is to allow students from both countries to experience different cultures whilst broadening their knowledge of Mathematical and Scientific theorems and putting these into practise. The UK students come from an area of deprivation in the North West of England and it is unlikely that many of them would ever get the chance to do this if it were not for the Erasmus programme.

The current economic status of European countries is affecting the employment opportunities of both sets of pupils. The schools in the partnership would like to help the pupils to become more active citizens in their community and at a European level, helping develop skills of awareness of their position in their context and the opportunities that arise when their skills have been developed. This will offer chance to improve their social level and move up the social ladder. The schools would like to develop universal common skills in ICT, maths and science, alongside MFL to improve the pupils chances of employment. The target group for this project will be 14-16. At this age the pupils are in compulsory education, however in the UK school not all are interested in MFL, but have opted to continue with their science subjects. Students in the Italian school have chosen this establishment for their scientific subjects. This project will allow pupils to experience first hand the commonality of science content across two different schools, experiencing different teaching strategies and use different equipment to learn the same things. They will begin to appreciate that regardless of where or how the subject is taught, the power of science knowledge is the same everywhere. They will use MFL in a full immersion context, in concrete situations of learning and ordinary life. We will offer this to up to 15 students in each school the opportunity of a concrete mobility to learn transversal skills for employment.

This will allow the students from both schools to experience the culture of another school and country and allow them to make friends for life and help increase their aspirations for life. The project will also help increase students understanding of languages. The Italian students struggle with their level of English and the National push on UK children to learn foreign languages fit into this.

The two schools involved in the partnership have pupils coming from families belonging to a medium-low social economical background. The catchment area of both schools is quite wide, the students come from little villages as well as urban areas. The pupils experience outside the immediate area, the opportunities of travel and knowledge of other cultures are very limited. The pupils unfortunately cannot see the use of modern foreign languages in their limited context, therefore are not motivated to develop language skills. The current economic status of European countries is affecting the employment opportunities of both sets of pupils.

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

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

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

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The current economic status of European countries is affecting the employment opportunities of both sets of pupils. The schools in the partnership would like to help the pupils to become more active citizens in their community and at a European level, helping develop skills of awareness of their position in their context and the opportunities that arise when their skills have been developed. This will offer chance to improve their social level and move up the social ladder. The schools would like to develop universal common skills in ICT, maths and science, alongside MFL to improve the pupils chances of employment. The target group for this project will be 14-16. At this age the pupils are in compulsory education, however in the UK school not all are interested in MFL, but have opted to continue with their science subjects. Students in the Italian school have chosen this establishment for their scientific subjects. This project will allow pupils to experience first hand the commonality of science content across two different schools, experiencing different teaching strategies and use different equipment to learn the same things. They will begin to appreciate that regardless of where or how the subject is taught, the power of science knowledge is the same everywhere. They will use MFL in a full immersion context, in concrete situations of learning and ordinary life. We will offer this to up to 15 students in each school the opportunity of a concrete mobility to learn transversal skills for employment.

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The two schools involved in the partnership have pupils coming from families belonging to a medium-low social economical background. The catchment area of both schools is quite wide, the students come from little villages as well as urban areas. The pupils experience outside the immediate area, the opportunities of travel and knowledge of other cultures are very limited. The pupils unfortunately cannot see the use of modern foreign languages in their limited context, therefore are not motivated to develop language skills. The current economic status of European countries is affecting the employment opportunities of both sets of pupils.

UPDATES:

Due to the Covid pandemic, we will continue with the first round of mobilities online and the UK school will host three online lessons in English culture, cooking and Mathematics. These will be delivered remotely by UK teachers using Google classroom.

The second of the mobilities to Italy did not allow us as much freedom in schools due to still wearing masks and isolation of students from others in Italy.

Due to the removal of access to the eTwinning platform for UK schools post brexit, it was agreed that results would be shared on a newly created website www.ismserasmus.weebly.com

4.1. Summary of participating organisations

Role of the Organisation	OID of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Included in joint partnership report
Beneficiary	E10046079	United Learning Trust Accrington Academy	United Kingdom	School/Institute/Educational centre – General education (secondary level)	Y
Partner	E10012740	ISTITUTO DI ISTRUZIONE SUPERIORE GALILEO GALILEI	Italy	School/Institute/Educational centre – General education (secondary level)	Y
Total number of participating organisations					2

5. Project Description

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

Most relevant priority addressed by the project:

HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences

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

- VET: Supporting the uptake of innovative approaches and digital technologies for teaching and learning
- YOUTH: Promoting engaging, connecting and empowering young people

Topics addressed by the project: (Multiple selection possible)

- ICT - new technologies - digital competences
- Teaching and learning of foreign languages
- Creativity and culture

Did the project priorities change during the implementation of the project?

No

Did the project topics change during the implementation of the project?

No

What were your project's main achievements and results?

The main achievements and results of the project are as follows:

Students were able to experience and immerse themselves in the different cultures within each country very successfully (as can be seen in their feedback on the www.ismserasmus.weebly.com website) and particularly enjoyed this aspect of the exchange. This has allowed many to improve their aspirations to move out of the local area and see the world as a much more welcoming place.

Students made lifelong friends and some from the 2020 exchange are still in contact with their partners and have since visited each other.

UK students were able to further their enjoyment of learning a new language through the basic Italian sessions that were taught in both schools. Italian students improved their level of English through their visits to the UK and the English lessons that were taught in the staff mobility and the student exchanges.

Students became more fluent in online learning and collaboration which proved vital for each Nation's lockdown which occurred. These were life skills that they will take forward with them. The online lessons were particularly important for this and also helped staff.

The different labs that took place in Italy: sheep heart dissection, senses, extraction of oils, chromatograms, fuel cells, thermis and soap production involved aspects that were not able to be taught in the UK school given the limitations of the science equipment. This is something that the students particularly enjoyed and helped the first group when it came to their GCSEs in England and the second group prepare for theirs. These labs were hands on and excellent opportunities for the students to hypothesise and investigate scientific experiments.

Likewise, the culture in England with visits to areas such as the Science Museum, Liverpool, Lake District, Manchester allowed the Italian students to immerse themselves in UK culture and to work on their English. The daily visits to school also allowed them to experience the English curriculum and lessons that they would not normally have taken part in, such as Dance, as well as being able to actually use a scalpel for the first time in school to cut up the cows' hearts during an experiment as they are not allowed to use scalpels in Italy. The students in England were also able to experience UK Mathematics lessons and learned aspects such as binomial expressions and Fibonacci sequences and Da Vinci theorems that they could take back to their learning in Italy.

The cultural visits in Italy gave our students the opportunities to visit different areas that they would ever have been likely to see before, including Rome, and give them the desire to improve themselves for the future.

In general, the biggest achievement was promoting independence and confidence in the students themselves through this experience, as well as improving their knowledge within culture, languages, science, use of technology and maths through all of the different

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

We were fortunate, that despite covid having a huge affect on our planning, that we were able to still deliver the different aspects of the project, whether that be in person or virtually over google classroom.

There was a lot of communication required to get the activities and mobilities to take place, but sheer perseverance from both schools allowed this to happen successfully.

We set out with a number of aims and objectives (as can be seen earlier in this report) and believe that we have managed to achieve them all for our students.

Our students were given the opportunity to experience culture in both countries, take part in collaborative learning (both in person and online), improve their Scientific and Mathematical knowledge and involve others from the schools involved to improve their life chances in the future

Priorities:

YOUTH: Promoting engaging, connecting and empowering young people

The exchanges and the feedback from the students, as can be seen on the website, has allowed us to view this as a success.

VET: Supporting the uptake of innovative approaches and digital technologies for teaching and learning.

The pandemic pushed this even further as important so involved online lessons from the UK to Italy, including Maths, an actual cooking lesson and English.

Creativity and culture

Students from both countries were given the opportunity and enjoyed the different culture of each country by staying with host families and taking part in many local cultural visits and experiences

ICT - new technologies - digital competences

The use of Google classroom in particular allowed our students to access new things such as online collaboration and learning.

Teaching and learning of foreign language

Both students enjoyed learning each other's languages through a number of different lessons.

5.1. Participants

Please briefly describe who took part in the project:

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

School Staff

UK - 4 involved in mobilities, 18 involved in project

Italy - 5 involved in mobilities, 12 involved in project

Students

UK - 22 directly involved in mobilities, around 80 more involved in project including English, Science and Maths lessons (14-16)

Italy - 24 directly involved in mobilities, around 80 more involved in project including English, Science and Maths lessons (14-19)

Lessons were taught in English to Italian students and vice versa during the Staff mobilities in order to prepare them. This was not restricted to those taking part in the mobilities but also included others in the schools to allow them to get involved with the project.

Parents

Parents of all mobilities children were directly involved as hosts and brought into school for meetings beforehand etc.

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

Yes

How many participants would fall into this category?

5

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

- Economic obstacles

How did you support these participants during the project activities?

Financial and emotional assistance given to families to enable to them to host and to help apply for passports etc

6. Project Management

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

As the partners are different types of institution we had almost all the resources required to develop and successfully achieve the aims and objectives of the project. Each partner institution researched and identified the different kinds of practical experiments related with the use of essential oils of herb plants, heart dissection, mathematic principles and cell research in biology, maths and physics and planned activities in their own laboratories.

All partners were represented at each transnational project meeting.

During the three school years of the project there was an exchange of teachers. During their mobility the teachers participated in the lessons in the hosting institution and taught their mother tongue to improve the students' skills in foreign languages. In the English school the Italian teacher taught Italian at a basic level (A1) because the students don't have Italian as a foreign language in their curricula. On the other hand in the Italian school the UK teacher taught his subject in English with CLIL methodology at B1 level. This exchange of teachers was done once each within the project life..

Monitoring and ongoing evaluation took place at all transnational meetings involving all partner institutions

The partner with more extensive Chemical and Biological laboratory facilities (IT) hosted the majority of the experimental activities and the partner with more extensive Mathematic and other facilities (UK) hosted more maths and cultural activities during the exchange of students.

The UK partner has extensive experience in Virtual Learning Environment (VLE) delivery and so created and hosted project materials on a created website - www.ismserasmus.weebly.com and using Google Classroom. All partners were given access for use.

All activities were common to all partners and so required the active involvement of all partners.

All partners provided periodic local reports via social media and school newsletters and online meetings took place between transnational meetings.

Each transnational meeting involved all partners in ongoing monitoring and evaluation of the project to date.

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

Staff from both schools have kept in constant contact throughout the project through the use of WhatsApp. The Project coordinator in the UK has stayed the same for consistency. The main Italian teachers did change through retirement, however a third teacher who helped in the first exchange did remain for continuation. Respect is a strong point, including listening to each other and coming to agreements with each other on what will work and what will not work.

The partnership benefitted from the proven expertise in European projects and in national projects by both the Italian school and the UK Co-ordinator. The project coordinator ensured that regular and systematic progress reporting took place and was shared and placed on the website. All partners were in contact online by WhatsApp, email and video-conferencing technologies for the duration of the project.

Use of Google classroom enabled all partners to upload and access project materials and results of each partner at all times.

It was used for:

- discuss possible solutions to any concerns
- present work results
- report the national workflow

The created website was used to:

- publish our project work

Transnational meetings involved systematic analysis of progress to enable any quality improvement action planning to be initiated.

During the transnational meetings the teachers:

- discussed and compared the work progress in the different countries and national groups
- evaluated the outcome
- planned the next stages in detail
- agreed about the next tasks for the national groups (institutions, teachers, students)
- prepared teaching resources
- ordered the necessary materials

Transnational meeting shared student activities promoted effective cooperation between partner institutions.

The students during all the project's life were encouraged to use ICT tools to communicate and they exchanged results and experiences and compared them and analysed the results.

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

COVID! - this prevented the first exchange from Italy to the UK happening in 2020 (was then moved to 2022). As a result, we kept in touch and found a way that this could happen at a later date with the same children. The main issue with this was that the UK students had since left the school so hosting was not possible. This was discussed and it was agreed that the older students would stay in accommodation in Manchester and visit the school on two occasions to take part in activities. The UK school would also organise for further cultural and academic activities for them to complete. As a result of covid, we had to continue the first part of the project online. This allowed us a form of continuation between the first groups of students.

The second part still involved restrictions in place whilst in Italy with particular regards to mask wearing and 'Green Cards' which did restrict slightly the activities that could take place. This was worked around by changing or adjusting some of the activities from the initial plans.

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

We have had to use Google Classroom for our online lessons and creating a group where our students could work together.

A website www.ismserasmus.weebly.com was created in order to disseminate results of the project, as well as to show off what had occurred during it.

7. Learning, Teaching and Training Activities

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

All Learning, Teaching and Training activities took part within each Nation's sets of rules, including what could and could not be done in Science lessons in each country, risk assessments required for external visits, DBS checks for visiting speakers etc

Students for the activities were selected by them applying to be part of the project. Help was given where appropriate to any students with learning difficulties.

Applications were then read and assessed and students were chosen on their interest and willingness to be part of the project and give time to it.

A google classroom page was set up to keep students in each school together and a joint one where they could share information.

Students were advised if they had any questions or worries that they contact their school project immediately. They were also given the phone number of the 'school phone' in case they had any issues during the mobility itself. This was also shared with parents where a WhatsApp group was created to allow them to ask questions and be kept in touch with what was happening.

Students and parents all signed Codes of Conduct and provided all medical and emergency details before any mobility - this was carried around by the Project co-ordinator at all times.

Both schools did a check on families (hosts) and emailed each other documents to confirm this had been done as per Erasmus recommendations.

Full Risk Assessments were completed prior to each mobility and each individual activity - these are still maintained within each partner organisation.

7.1. Summary of Learning, Teaching and Training Activities

Activity No.	Activity Title	Activity Type	Country of Venue	Start Date	End Date	Duration (days)	Number of Local Participants	Number of Participants in Incoming Groups	Number of Accompanying Persons	Total Grant (for all participating schools)
C2	Short Term Exchange of Pupils C2 - AA to Italy 2020	Short-term exchanges of groups of pupils	Italy	2020-02-13	2020-02-24	12	26	11	2	9632
C1	Joint Planning Activity - Italian Teachers to UK	Short-term joint staff training events	United Kingdom	2019-11-04	2019-11-10	7	2	0	0	0
C4	C4 Short term Staff Exchange to Italy	Short-term joint staff training events	Italy	2021-10-21	2021-10-29	9	2	2	0	2034
C3	C3 - Short Term Exchange of Students from Italy to the UK	Short-term exchanges of groups of pupils	United Kingdom	2022-03-18	2022-03-28	11	20	0	0	0
C6	C6 - Short Term Exchange of Students from Italy to the UK	Short-term exchanges of groups of pupils	United Kingdom	2022-03-18	2022-03-28	11	30	0	0	0
C5	C5 - Short Term Exchange of Students from UK to Italy	Short-term exchanges of groups of pupils	Italy	2022-03-31	2022-04-11	12	38	11	2	9720

7.2. Activity Details

Activity Details

Activity Title	Joint Planning Activity - Italian Teachers to UK		
Activity Type	Short-term joint staff training events		
Activity Number	C1		
Leading Organisation	Accrington Academy		
Country of Venue	United Kingdom	City of Venue	Accrington
Start Date	04/11/2019	End Date	10/11/2019
Number of Participants in Incoming Groups		Number of Local Participants	2
Force Majeure ?	N		

Description of the activity

Erasmus plus project "ISMS" Short term joint staff - C1 Accrington Academy - 4/10 November 2019 Participating teachers : William Aitken - Accrington Academy Emma Baille - Accrington Academy Paola Montesi - IIS "G. Galilei" - Jesi Rita Palloni - IIS "G. Galilei" - Jesi November 4, 2019 Travel Italy-UK Afternoon Welcome and preliminary meeting with the English colleagues November 5, 2019 Morning Knowledge of the management staff Interview with the director to present the school and the many curricular and extracurricular activities of the school Guided tour of the Institute and the various departments Lunch Afternoon Agreements about the hospitality of the students participating in the project Revision of the ppt for a short basic Italian language course to be held with two classes of the third year of high school of the host institute Evening Continuation of the preparatory work for mobility in Italy November 6, 2019 Morning Rough definition of the UK mobility timetable in IT in February 2020 and IT mobility in the UK in March 2020 Presentation of the proposals for activities for the first reception in Italy with related description of objectives and costs Lunch Afternoon Agreements about the hospitality of the students participating in the project Visit a place of interest for IT mobility in the UK November 7, 2019 Morning Meeting with the teacher Emma Baille, head of the Department of Science of the host school to compare the level of knowledge, skills and competences of the participating students related to biology. Definition of the preparatory topics to be carried out in both countries before the mobility. Preparation of the material for the short course of Italian language Lunch Evening continuation of the organizational work for mobility in Italy carried out in independent way from Italian teachers November 8, 2019 Morning Meeting with the teacher Emma Baille to define the activities to be carried out in the preparatory workshops for the mobility of UK in IT UK in IT – from 16 February to 27 February 2020 IT in the UK – from 22 March to 2 April 2020 Definition of the exchange of student profiles to make pairings for hospitality Agreements for the form of communication of any allergies, intolerances and / or medical problems of the participants in the mobility and methods of contact with families Lunch Afternoon Definition of final details for both mobility Visit of accommodation facilities in the town of Accrington to prepare for the reception of IT teachers in the UK carried out independently by Italian teachers November 9, 2019 Morning Transfer Accrington – Manchester Afternoon Visit of some places of interest in the city to propose for mobility IT in UK November 10, 2019 Return to Italy

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

Translation and presentation to the English colleague of the proposed activities related to Mathematics, Physics and Science to be carried out during the project Analysis of the proposals for activities submitted by both countries, discussion and preliminary choice Revision of the ppt for a short basic Italian language course to be held with two classes of the third year of high school of the host institute on 7 November 2019 Short basic course of Italian language for a class of 26 students of the third year Short basic course of Italian language for another class of 34 students of the third year (the ppt used in the lessons and the photos related to the two meetings will be uploaded shortly on the project platform) Meeting with the teacher William Aitken for the final decision of the dates for both mobilities: Arranging for what goes onto student profiles in order to make 'best exchange partners'. Visit to different accommodations for students in Accrington to better inform Italian students

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Out of the total number of participants:		Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C1-E10012740-00001	C1	Italy	2	0	0	0	2	2034
Total			2	0	0	0	2	2034

Activity Details

Activity Title	Short Term Exchange of Pupils C2 - AA to Italy 2020		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C2		
Leading Organisation	IIS GALILEO GALILEI		
Country of Venue	Italy	City of Venue	JESI
Start Date	13/02/2020	End Date	24/02/2020
Number of Participants in Incoming Groups	13	Number of Local Participants	26
Force Majeure ?	N		

Description of the activity

This activity involved the following: THU 13 16:10 Arrival Falconara Airport. Host Families Pick up at Airport FRI 14 8:00 IT: in class UK students + teachers - Montesi - Room 16 8:55 ICE-BREAKING ACTIVITY - Montesi, Corneli - Room 16 9:50 1st PRESENTATION WORK - Guerro, Palloni, Montesi, Corneli - Room 16 10:40 BREAK 10:50 2nd PRESENTATION WORK - Palloni, Guerro, Montesi, Corneli - Room 16 11:40 IT in class UK students: BASIC ITALIAN LESSON - Corneli - Room 16 12:35 GUIDED VISIT TO THE SCHOOL 13:30 PACKED LUNCH 14:15 VISIT TO THE CITY - Montesi, Franco SAT 15 8:00 PRESENTATION PROJECT LOGOS - Montesi Palloni, Corneli - Library 9:00 SELECTION PROJECT LOGOS - Montesi, Palloni, Corneli - Library 9:55 BREAK 10:05 IT in class UK students: BASIC ITALIAN LESSON - Corneli - Library 11:00 IT in class UK: STREET MARKET - Montesi SUN 16 WITH FAMILIES MON 17 8:15 DEPARTURE FROM SCHOOL TO RAILWAY STATION 9:28 TRAIN TO GENGA: FRASASSI CAVES - Palloni, Guerro PACKED LUNCH WORKSHOP (KARST) 16:32 DEPARTURE FROM GENGA TUE 18 8:00 Workshop VIRTUAL LAB / CODING - Guerro, Corneli - Room 16 10:40 BREAK 10:50 Workshop SENSORY ANALYSIS LAB - Palloni , Montesi - Physics Lab. 13:30 PACKED LUNCH 14:30 VIRTUAL / HANDS ON CHEMISTRY LAB - Palloni, Montesi - Room 16 & Science Lab. WED 19 8:00 OBSERVATION OF CELLS AND TISSUES UNDER A MICROSCOPE - Palloni, Montesi - Science Lab. 9:00 GROUP WORK FEEDBACK - Palloni, Montesi - Science Lab. 9:55 BREAK 10:05 GROUP WORK FEEDBACK - Palloni, Montesi - Science Lab. 11:00 IT in class UK students : BASIC ITALIAN LESSON - Corneli - Room 16 13:00 LUNCH BREAK 14:00 BOVINE & PIG HEART DISSECTION - Palloni, Montesi - Science Lab. 15:00 GROUP WORK FEEDBACK - Palloni, Montesi - Science Lab. THU 20 7:30 DEPARTURE FROM SCHOOL. VISIT TO MUSEO DEL BALI - Guerro, Palloni FRI 21 8:00 PHYSICS / ELECTRONICS EXPERIMENT - Guerro - Room 16 9:50 DISCUSSION / PRESENTATION - Guerro - Room 16 10:40 BREAK 10:50 GROUP WORK: FEEDBACK ON PREVIOUS VISITS - Palloni, Guerro, Montesi - Room 16 12:35 CERTIFICATES OF ATTENDANCE SAT 22 ALL DAY TRIP TO ROME (departure from school 5:00, back to school 22:30) - Montesi, Palloni SUN 23 WITH FAMILIES MON 24 DEPARTURE (Meeting at Falconara Airport 8:00) The participants were mainly the 11 students from the UK and their Italian partners, however some of the lessons involved others from the Italian school. All of the activities were extra to what the Italian school would normally have had for their students. The Italian students usually finished at 1pm, however the lessons continued into the afternoon for the students involved.

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

The first day began with an icebreaking activities hosted by our Italian partners we have the students got to know a bit more about each other and present in mixed Italian and UK groups on what they had been doing and learnt in science and maths to prepare for the exchange. Monday, we would visit the Frasassi caves and take part in an educational lesson around volcanic rock formation and different types of stone. It was great to hear about their fantastic eco system, which allowed the students to learn about the geological impact of the age on the area as well as to see the fabulous formations of both stalactites and stalagmites. The student revelled in this experience. On Tuesday, the students were treated to a sensory lab with a guest speaker from the Milan Institute of senses. The students learnt all about the different senses of the body and how they worked and also how the assisted in marketing for companies such as Ferrari. This very informed presentation allowed the students to appreciate their own senses and how they affected what they did and how they saw the world. The students were then able to investigate the differences between acids and alkalis in a controlled environment. Wednesday was a chemistry lab where they looked at cell microbiology and tissue using microscopes and compared what they found with each other and also discussed how they could take what they had learned back into their work when they returned to England for their GCSEs. The students then got into the groups to present back what they had found and discussed between them all the differences and similarities in a formal way. After lunch a special lab was set up where the students were allowed the opportunity to dissect pig and bovine hearts so that they could compare these with the sheep heart that they had dissected before their visit. After the experiments the students reported back to the whole group on their findings. Rome was a day of culture for the students.

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Out of the total number of participants:		Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C2-E10046079-00001	C2	United Kingdom	11	0	2	2	13	9632
Total			11	0	2	2	13	9632

Activity Details

Activity Title	C3 - Short Term Exchange of Students from Italy to the UK		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C3		
Leading Organisation	Accrington Academy		
Country of Venue	United Kingdom	City of Venue	Accrington
Start Date	18/03/2022	End Date	28/03/2022
Number of Participants in Incoming Groups		Number of Local Participants	20
Force Majeure ?	N		

Description of the activity

This was the cancelled trip from 2020 and as the students partners had since left Accrington Academy, our Italian visitors were required to stay in hotel accommodation in central Manchester. Activities included: Treasure Hunt round Manchester Visit to Liverpool (Cathedral and Museums) Visit to Chester (twinned with local town Senigallia in Italy) Visit to Museum of Science and Industry in Manchester Visit to Accrington Academy to enjoy the 6th form campus, including attending lessons in Law, Science (Heart dissection), Music and Maths. Visit to Blackpool Time spent with Old partners

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

to be added from report

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Out of the total number of participants:		Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
Total			0	0	0	0	0	0

Activity Details

Activity Title	C4 Short term Staff Exchange to Italy		
Activity Type	Short-term joint staff training events		
Activity Number	C4		

Leading Organisation	IIS GALILEO GALILEI		
Country of Venue	Italy	City of Venue	JESI
Start Date	21/10/2021	End Date	29/10/2021
Number of Participants in Incoming Groups	2	Number of Local Participants	2
Force Majeure ?	N		

Description of the activity

C4 - Staff Visit – UK Teachers to Italy 21/10/21 WAI/EBA arrived in Jesi on the first day at 5:00pm and spent the evening getting to know the local parts of the town. 22/10/21 Meeting in School – WAI/EBA/Rosaria/Leonardo/Stefania WAI/EBA taught English lesson to class 5B using Lego figures. Meeting discussed previous aspects of projects and looked at possibility of doing the C3 project that was postponed due to Covid problems. WAI contacted UK Agency to confirm that this could happen and ideas of what we could do were researched and discussed. Possible dates were mooted for C3, C5 and C6. We discussed the possibility of taking the previous Italian cohort of students to Manchester in January using some of the unused money from the previous C3 trip that was unable to take place due to Covid. 23/10/21 WAI/EBA visited Rome to consider as an excursion for students and to complete a Risk Assessment analysis 24/10/21 WAI/EBA used a previous project's "Treasure Trail" to visit Jesi and get to know the area prior to the students visit in February. 25/10/21 South Korean Conference. K Pop – helps with learning the Korean language. Learn Korean with BTS, there are links with the Korean government, scholarships are available – Young cultural ambassador Unilink. Korea is known for ICT, K-Beauty. This project is a continuation of Erasmus. Sotto lo stasso cielo (under the same sky) - Giulia Pompili – Author/Journalist. Squid games – South Korea is becoming a huge power in Asia. BTS is worth with the UN to promote good value and bring about more cooperation. Andrea Francioni – Historian – South Korea – Successful transition to democracy, joined the UN in 1991. South Korea – 11 tonnes CO2 per capita Italy – 3 tonnes CO2 per capita Final part of the conference was presented by Korean students. They haven't had a mobility yet due to covid. The people in South Korea have access to very limited information. Don't have to get a degree when studying at the Italian Cultural Centre. Italian is the 4th most studied language in the world. When learning a language in Korea the focus is on writing and grammar. WAI/EBA met with Stefania 26/10/21 WAI/EBA/Rosaria/Leonardo met to devise a more detailed plan for the C3, C5 and C6 mobilities and draft itineraries created We need afterschool sessions on Solar Buggies and pupils make presentation. Bacteria – teach the theory before they come, do a practice experiment of disinfectant and exclusion zones. 27/10/21 WAI/EBA taught English lesson to class 5B on Fibonacci Theorem WAI/EBA/Rosaria/Leonardo/Andrea met to discuss the children who would be coming and any specific needs. We discussed the need for a pen portrait from each child for C5 & C6 to assist in matching any documentation required. 28/10/21 WAI/EBA/Rosaria/Leonardo met to finalise January plans and to collect certificates.

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

Discussion of Activities to take place on future mobilities Possible Manchester activities: • Visit Universities in Manchester – Talk to Rob Ashton • Maths or Science trip – Man Met or Salford Uni. • Museum of Science and Industry • Man united stadium tour • Visit Accrington Academy for Maths & Science activities in the 6th form • Manchester museum • Lake District visit. In school we could: • Heart dissection • Plucks • Anatomy • Bacterial growth? Zones of inhibition. Notes on possible methods during visit to Accrington. Testing the pH of plants. • 5g leaves/herbs with 5ml of distilled water. • Crush in a pestle and mortar • Add 10ml distilled water and stir with a glass rod • Pour into funnel and filter the solid residue • Test the pH of filtrate with UV1 or pH probe? • Thise close to pH5.5 to be then tested. Equipment - plant material - Bulb pipette - Pestle and mortar - Conical flask - Filter paper - Filter funnel - UV1 - PH probe Second Phase • Distillation to extract the plant oils. Third phase • Agar plate with bacteria • Paper disks soaked in different plant oils • Leave between 24 & 48 hours, select the plant with the largest area of inhibition then move on to making soap – need to find a method for making soap. Further discussion around mobilities: 6th-17th January C3 6th – 17th February C5 Monday – Ice breakers

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Out of the total number of participants:		Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C4- E10046079-00001	C4	United Kingdom	2	0	0	0	2	2034
Total			2	0	0	0	2	2034

Activity Details

Activity Title	C5 - Short Term Exchange of Students from UK to Italy		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C5		
Leading Organisation	IIS GALILEO GALILEI		
Country of Venue	Italy	City of Venue	JESI
Start Date	31/03/2022	End Date	11/04/2022
Number of Participants in Incoming Groups		Number of Local Participants	38
Force Majeure ?	N		

Description of the activity

Day 1 Arrival in Jesi via a flight from Manchester to Munich to Ancona to be welcomed by partners at the airport. Day 2 Job Breaking Activities and PE Day 3 Italian Curriculum Lessons, Cells Physics Lab Day 4 Cultural visit to Rome Day 5 Science visit to Museo del Balì Day 6 Peer Tutoring, Science Lessons in Aromatograms and Soap Production Day 7 Extraction of Essential Oils lesson, Lesson about Italy in English Day 8 Cultural visit to Frassasi Caves in Genga Day 9 Curriculum Day in School with Italian partners followed by cultural trip to the beach in Senigallia Day 10 Walking tour of Jesi, learning about the cultural history of the city. Market Day, Visit to Ancona. Day 11 allowed the students to enjoy a day with their Italian partners and their families. In the evening, we all met as a group for a final meal and to discuss the project at a local Pizza and Bowling venue. The children were fortunate enough to visit cities such as Perugia to watch water polo, San Marino, Rimini, Ancona, Senigallia as well as enjoy large Italian family gatherings. Day 12 involved meeting at school at 8 am to complete their reports on their experiences. There were a lot of emotional moments as they took the chance before saying goodbye to leave to go to the airport at 10am. The participants were mainly the 11 students from the UK and their Italian partners (+2 others who could not travel but could host). Only a few of the activities were extra to what the Italian school would normally have had for their students. We planned that this mobility would allow the students more opportunities to immerse themselves within the Italian curriculum and to experience the strong work ethic that the Italian students have in comparison.

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

Prior to the visit, students had learnt new skills on using apps such as Google classroom to enable them to communicate with their new partners. Day 2 - Students were given the opportunity to work together and get to know each other better, including through the use of Sport in the school in mixed teams. Day 3 - the students were involved in a physics lab around fuel cells that had them mixing water and hydrogen in order to power an electric car. The students worked well together in mixed groups, learning new skills and techniques that are not taught in England. The Italian students did a presentation in English about electrons and protons inside an atom to demonstrate how this worked. Students particularly enjoyed this and asked if they could study in further in science lessons on return to England. Day 4 - Experiencing a new culture in Rome, much different to Accrington. Day 6 - Italian students introduced the lab activities that they would be taking part in and discussion around the 'aromatogram' and what would be happening. English lesson to help students feel better with hosts. 'Soap Production' in the lab in mixed groups. The ingredients were mixed and then heated and cooled and poured into individual cases to create soap that can be for personal use. Students were able to see how simply things could be created with the right equipment and locally sought resources and were able to appreciate the joys of making things for themselves. The soap was then placed into a cooling cupboard to allow it to set. Day 7 'Extraction of Essential Oils'. The students were required to work together to take cuttings from the school's 'life garden' of rosemary and then take them to the lab where the students grew bacteria in petri dishes. The poured the Agar solution themselves and allowed it to solidify and spread the bacteria onto the dishes in a lattice formation. This was something that would help them with exams in England. Day 8 - Frassasi Caves culture visit

Groups of Participants in the activity

Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Out of the total number of participants:		Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C5-E10046079-00001	C5	United Kingdom	11	0	2	2	13	9720
Total			11	0	2	2	13	9720

Activity Details

Activity Title	C6 - Short Term Exchange of Students from Italy to the UK		
Activity Type	Short-term exchanges of groups of pupils		
Activity Number	C6		
Leading Organisation	Accrington Academy		
Country of Venue	United Kingdom	City of Venue	Accrington
Start Date	18/03/2022	End Date	28/03/2022
Number of Participants in Incoming Groups		Number of Local Participants	30
Force Majeure ?	N		

Description of the activity

Day 1 Travel to Manchester departed on time. The students appeared excited and curious to meet their English partners, yet still serene and at ease. Arriving at Manchester Airport, Mr. Aitken and a colleague were waiting for us with two minibuses to take us to Accrington where students and families welcomed us to school with a warm welcome buffet. The boys greeted each other and after the buffet they reached their residences. Day 2 We met around 10am in front of Accrington's Academy and left with two minibuses to Manchester. We spent the whole morning at the museum also carrying out interactive and very interesting activities and then, after the packed lunch, we came back with the minibuses to the families. Day 3 On Sunday morning, again with two minibuses made available by the Accrington Academy, we reached the Lake District. It was a very relaxing day, and the guys were able to enjoy the beauty of the Lake and nature, as well as having fun all together in the local games room which was definitely a way to socialize with their partners. At 3 pm the students returned to their homes. Day 4 regular classes, trying to essay themselves with various disciplines, including Spanish and cooking sessions learning new skills that are not usually taught in their Italian lessons. Then dance lesson in which they arranged a choreography with the dance teacher; the kids had a lot of fun and certainly it was a good way to increase their self-esteem and become familiar with the school and with the lessons in English. Visited the Trafford Centre all together, the students were pleasantly amazed by the beautiful structure and they had a lot of fun. Day 5 regular lessons of their partners; interactive English lesson with an English-Spanish teacher Day 6 regular lessons of their partners; prepare a cake with the English students so that they compared their own culinary traditions with the English ones Day 7 Thursday morning was an intense day, the Italian and English students too part to an anatomy lesson where they were able to observe and to dissect the heart and lungs with prof. Emma... The Italian guys were very excited and asked me if we could reproduce similar activities at school in Italy. They also had music lessons in which they were able to experiment different instruments with the English teacher and they were also able to compare themselves with Prof. Guerro and Prof. Squartini as passionate musicians. Day 8 regular lessons of their partners; two of our students left for the DoFe campsite with their partners. Day 9-10 Culture Family days Day 11 On Monday morning, the students met at school to write their reports on the experiences and their emotions and also to say goodbye to their English friends who they would have seen again after 3 days in Italy. Departure time to Manchester airport have been at 1:30 PM.

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

To be added

Groups of Participants in the activity

				Out of the total number of participants:				
Group No..	Activity No.	Country of Sending Organisation	Number of Participants	Number of Participants with Special Needs	Number of Participants with Fewer Opportunities	Number of Accompanying Persons	Total Number of Persons in the Group	Total grant
Total			0	0	0	0	0	0

8. Timetable

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

Start Date	End Date	Type	Description
04/11/2019	10/11/2019	Project Meeting - Italian School to UK School	Report on Staff Mobility from Italy to UK to discuss project
04/11/2019	10/11/2019	Short-term joint staff training events	Erasmus plus project "ISMS" Short term joint staff - C1 Accrington Academy - 4/10 November 2019 Participating teachers : William Aitken - Accrington Academy Emma Baille - Accrington Academy Paola Montesi - IIS "G. Galilei" - Jesi Rita Palloni - IIS "G. Galilei" - Jesi November 4, 2019 Travel Italy-UK Afternoon Welcome and preliminary meeting with the English colleagues November 5, 2019 Morning Knowledge of the management staff Interview with the director to present the school and the many curricular and extracurricular activities of the school Guided tour of the Institute and the various departments Lunch Afternoon Agreements about the hospitality of the students participating in the project Revision of the ppt for a short basic Italian language course to be held with two classes of the third year of high school of the host institute Evening Continuation of the preparatory work for mobility in Italy November 6, 2019 Morning Rough definition of the UK mobility timetable in IT in February 2020 and IT mobility in the UK in March 2020 Presentation of the proposals for activities for the first reception in Italy with related description of objectives and costs Lunch Afternoon Agreements about the hospitality of the students participating in the project Visit a place of interest for IT mobility in the UK November 7, 2019 Morning Meeting with the teacher Emma Baille, head of the Department of Science of the host school to compare the level of knowledge, skills and competences of the participating students related to subjects related to biology. Definition of the preparatory topics to be carried out in both countries before the mobility. Preparation of the material for the short course of Italian language Lunch Evening continuation of the organizational work for mobility in Italy carried out in independent way from Italian teachers November 8, 2019 Morning Meeting with the teacher Emma Baille to define the activities to be carried out in the preparatory workshops for the mobility of UK in IT UK in IT – from 16 February to 27 February 2020 IT in the UK – from 22 March to 2 April 2020 Definition of the exchange of student profiles to make pairings for hospitality Agreements for the form of communication of any allergies, intolerances and / or medical problems of the participants in the mobility and methods of contact with families Lunch Afternoon Definition of final details for both mobility Visit of accommodation facilities in the town of Accrington to prepare for the reception of IT teachers in the UK carried out independently by Italian teachers November 9, 2019 Morning Transfer Accrington – Manchester Afternoon Visit of some places of interest in the city to propose for mobility IT in UK November 10, 2019 Return to Italy
13/02/2020	24/02/2020	Short-term exchanges of groups of pupils	This activity involved the following: THU 13 16:10 Arrival Falconara Airport. Host Families Pick up at Airport FRI 14 8:00 IT: in class UK students + teachers - Montesi - Room 16 8:55 ICE-BREAKING ACTIVITY - Montesi, Corneli - Room 16 9:50 1st PRESENTATION WORK - Guerro, Palloni, Montesi, Corneli - Room 16 10:40 BREAK 10:50 2nd PRESENTATION WORK - Palloni, Guerro, Montesi, Corneli - Room 16 11:40 IT in class UK students: BASIC ITALIAN LESSON - Corneli - Room 16 12:35 GUIDED VISIT TO THE SCHOOL 13:30 PACKED LUNCH 14:15 VISIT TO THE CITY - Montesi, Franco SAT 15 8:00 PRESENTATION PROJECT LOGOS - Montesi Palloni, Corneli - Library 9:00 SELECTION PROJECT LOGOS - Montesi, Palloni, Corneli - Library 9:55 BREAK 10:05 IT in class UK students: BASIC ITALIAN LESSON - Corneli - Library 11:00 IT in class UK: STREET MARKET - Montesi SUN 16 WITH FAMILIES MON 17 8:15 DEPARTURE FROM SCHOOL TO RAILWAY STATION 9:28 TRAIN TO GENGA: FRASASSI CAVES - Palloni, Guerro PACKED LUNCH WORKSHOP (KARST) 16:32 DEPARTURE FROM GENGA TUE 18 8:00 Workshop VIRTUAL LAB / CODING - Guerro, Corneli - Room 16 10:40 BREAK 10:50 Workshop SENSORY ANALYSIS LAB - Palloni , Montesi - Physics Lab. 13:30 PACKED LUNCH 14:30 VIRTUAL / HANDS ON CHEMISTRY LAB - Palloni, Montesi - Room 16 & Science Lab. WED 19 8:00 OBSERVATION OF CELLS AND TISSUES UNDER A MICROSCOPE - Palloni, Montesi - Science Lab. 9:00 GROUP WORK FEEDBACK - Palloni, Montesi - Science Lab. 9:55 BREAK 10:05 GROUP WORK FEEDBACK - Palloni, Montesi - Science Lab. 11:00 IT in class UK students : BASIC ITALIAN LESSON - Corneli - Room 16 13:00 LUNCH BREAK 14:00 BOVINE & PIG HEART DISSECTION - Palloni, Montesi - Science Lab. 15:00 GROUP WORK FEEDBACK - Palloni, Montesi - Science Lab. THU 20 7:30 DEPARTURE FROM SCHOOL. VISIT TO MUSEO DEL BALI - Guerro, Palloni FRI 21 8:00 PHYSICS / ELECTRONICS EXPERIMENT - Guerro - Room 16 9:50 DISCUSSION / PRESENTATION - Guerro - Room 16 10:40 BREAK 10:50 GROUP WORK: FEEDBACK ON PREVIOUS VISITS - Palloni, Guerro, Montesi - Room 16 12:35 CERTIFICATES OF ATTENDANCE SAT 22 ALL DAY TRIP TO ROME (departure from school 5:00, back to school 22:30) - Montesi, Palloni SUN 23 WITH FAMILIES MON 24 DEPARTURE (Meeting at Falconara Airport 8:00) The participants were mainly the 11 students from the UK and their Italian partners, however some of the lessons involved others from the Italian school. All of the activities were extra to what the Italian school would normally have had for their students. The Italian students usually finished at 1pm, however the lessons continued into the afternoon for the students involved.
29/10/2020	12/11/2020	Online Learning Events during COVID	Live lessons hosted by UK School which were participated in by both partner schools - 3 live lessons (details in report) Due to Covid restrictions and uncertainty over whether the first exchange from Italy to Accrington would take place, it was decided between P Montesi, R Palloni and W Aitken that the students would participate in online lessons in the meantime between the two schools. These were facilitated by W Aitken at Accrington Academy and students took part in a number of lessons. 29th October - Original Meeting to discuss an Introduction to Virtual Learning through Google Classroom hosted by W Aitken 5th November 2020, Cultural Cooking Lesson hosted by Ms K Cavanagh and Mr W Aitken where the students all followed a recipe in English to create a cheesecake in their own homes. These were then shared virtually with the groups so that we could look at the difference between the UK and Italian ones. Also discussed were calories, timings to cook and nutritional value etc. 10th November, 2020, English Culture Lesson hosted by Miss E Airey and Mr W Aitken where students were taken through English Idioms and commonplace terms that can be difficult to understand. These were then discussed to find similar Italian phrases, such as "Eyes too big for your belly" becomes "Eyes too big for your mouth" in Italian. 12th November 2020, Mathematical Representations hosted by Mrs R Rive and Mr W Aitken. This lesson involved Fibonacci and links to Da Vinci mathematical theorems that were truly enjoyed by all.
21/10/2021	29/10/2021	Short-term joint staff training events	C4 - Staff Visit – UK Teachers to Italy 21/10/21 WAI/EBA arrived in Jesi on the first day at 5:00pm and spent the evening getting to know the local parts of the town. 22/10/21 Meeting in School – WAI/EBA/Rosaria/Leonardo/Stefania WAI/EBA taught English lesson to class 5B using Lego figures. Meeting discussed previous aspects of projects and looked at possibility of doing the C3 project that was postponed due to Covid problems. WAI contacted UK Agency to confirm that this could happen and ideas of what we could do were researched and discussed. Possible dates were mooted for C3, C5 and C6. We discussed the possibility of taking the previous Italian cohort of students to Manchester in January using some of the unused money from the previous C3 trip that was unable to take place due to Covid. 23/10/21 WAI/EBA visited Rome to consider as an excursion for students and to complete a Risk Assessment analysis 24/10/21 WAI/EBA used a previous project's "Treasure Trail" to visit Jesi and get to know the area prior to the students visit in February. 25/10/21 South Korean Conference. K Pop – helps with learning the Korean language. Learn Korean with BTS, there are links with the Korean government, scholarships are available – Young cultural ambassador Unilink. Korea is known for ICT, K-Beauty. This project is a continuation of Erasmus. Sotto lo stasso cielo (under the same sky) - Giulia Pompili – Author/Journalist. Squid games – South Korea is becoming a huge power in Asia. BTS is worth with the UN to promote good value and bring about more cooperation. Andrea Francioni – Historian – South Korea – Successful transition to democracy, joined the UN in 1991. South Korea – 11 tonnes CO2 per capita Italy – 3 tonnes CO2 per capita Final part of the conference was presented by Korean students. They haven't had a mobility yet due to covid. The people in South Korea have access to very limited information. Don't have to get a degree when studying at the Italian Cultural Centre. Italian is the 4th most studied language in the world. When learning a language in Korea the focus is on writing and grammar. WAI/EBA met with Stefania 26/10/21 WAI/EBA/Rosaria/Leonardo met to devise a more detailed plan for the C3, C5 and C6 mobilities and draft itineraries created We need afterschool sessions on Solar Buggies and pupils make presentation. Bacteria – teach the theory before they come, do a practice experiment of disinfectant and exclusion zones. 27/10/21 WAI/EBA taught English lesson to class 5B on Fibonacci Theorem WAI/EBA/Rosaria/Leonardo/Andrea met to discuss the children who would be coming and any specific needs. We discussed the need for a pen portrait from each child for C5 & C6 to assist in matching any documentation required. 28/10/21 WAI/EBA/Rosaria/Leonardo met to finalise January plans and to collect certificates.

Start Date	End Date	Type	Description
18/03/2022	28/03/2022	Short-term exchanges of groups of pupils	This was the cancelled trip from 2020 and as the students partners had since left Accrington Academy, our Italian visitors were required to stay in hotel accommodation in central Manchester. Activities included: Treasure Hunt round Manchester Visit to Liverpool (Cathedral and Museums) Visit to Chester (twinned with local town Senigallia in Italy) Visit to Museum of Science and Industry in Manchester Visit to Accrington Academy to enjoy the 6th form campus, including attending lessons in Law, Science (Heart dissection), Music and Maths. Visit to Blackpool Time spent with Old parnters
18/03/2022	28/03/2022	Short-term exchanges of groups of pupils	Day 1 Travel to Manchester departed on time. The students appeared excited and curious to meet their English partners, yet still serene and at ease. Arriving at Manchester Airport, Mr. Aitken and a colleague were waiting for us with two minibuses to take us to Accrington where students and families welcomed us to school with a warm welcome buffet. The boys greeted each other and after the buffet they reached their residences. Day 2 We met around 10am in front of Accrington's Academy and left with two minibuses to Manchester. We spent the whole morning at the museum also carrying out interactive and very interesting activities and then, after the packed lunch, we came back with the minibuses to the families. Day 3 On Sunday morning, again with two minibuses made available by the Accrington Academy, we reached the Lake District. It was a very relaxing day, and the guys were able to enjoy the beauty of the Lake and nature, as well as having fun all together in the local games room which was definitely a way to socialize with their partners. At 3 pm the students returned to their homes. Day 4 regular classes, trying to essay themselves with various disciplines, including Spanish and cooking sessions learning new skills that are not usually taught in their Italian lessons. Then dance lesson in which they arranged a choreography with the dance teacher; the kids had a lot of fun and certainly it was a good way to increase their self-esteem and become familiar with the school and with the lessons in English. Visited the Trafford Centre all together, the students were pleasantly amazed by the beautiful structure and they had a lot of fun. Day 5 regular lessons of their partners; interactive English lesson with an English-Spanish teacher Day 6 regular lessons of their partners; prepare a cake with the English students so that they compared their own culinary traditions with the English ones Day 7 Thursday morning was an intense day, the Italian and English students too part to an anatomy lesson where they were able to observe and to dissect the heart and lungs with prof. Emma... The Italian guys were very excited and asked me if we could reproduce similar activities at school in Italy. They also had music lessons in which they were able to experiment different instruments with the English teacher and they were also able to compare themselves with Prof. Guerro and Prof. Squartini as passionate musicians. Day 8 regular lessons of their partners; two of our students left for the DofE campsite with their partners. Day 9-10 Culture Family days Day 11 On Monday morning, the students met at school to write their reports on the experiences and their emotions and also to say goodbye to their English friends who they would have seen again after 3 days in Italy. Departure time to Manchester airport have been at 1:30 PM.
31/03/2022	11/04/2022	Short-term exchanges of groups of pupils	Day 1 Arrival in Jesi via a flight from Manchester to Munich to Ancona to be welcomed by partners at the airport. Day 2 Ice Breaking Activities and PE Day 3 Italian Curriculum Lessons, Cells Physics Lab Day 4 Cultural visit to Rome Day 5 Science visit to Museo del Bali Day 6 Peer Tutoring, Science Lessons in Aromatograms and Soap Production Day 7 Extraction of Essential Oils lesson, Lesson about Italy in English Day 8 Cultural visit to Frassasi Caves in Genga Day 9 Curriculum Day in School with Italian partners followed by cultural trip to the beach in Senigallia Day 10 Walking tour of Jesi, learning about the cultural history of the city. Market Day, Visit to Ancona. Day 11 allowed the students to enjoy a day with their Italian partners and their families. In the evening, we all met as a group for a final meal and to discuss the project at a local Pizza and Bowling venue. The children were fortunate enough to visit cities such as Perugia to watch water polo, San Marino, Rimini, Ancona, Senigallia as well as enjoy large Italian family gatherings. Day 12 involved meeting at school at 8 am to complete their reports on their experiences. There were a lot of emotional moments as they took the chance before saying goodbye to leave to go to the airport at 10am. The participants were mainly the 11 students from the UK and their Italian partners (+2 others who could not travel but could host). Only a few of the activities were extra to what the Italian school would normally have had for their students. We planned that this mobility would allow the students more opportunities to immerse themselves within the Italian curriculum and to experience the strong work ethic that the Italian students have in comparison.

9. Follow-up

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

We were fortunate, that despite covid having a huge affect on our planning, that we were able to still deliver the different aspects of the project, whether that be in person or virtually over google classroom.

There was a lot of communication required to get the activities and mobilities to take place, but sheer perseverance from both schools allowed this to happen successfully.

We set out with a number of aims and objectives (as can be seen earlier in this report) and believe that we have managed to achieve them all for our students.

Our students were given the opportunity to experience culture in both countries, take part in collaborative learning (both in person and online), improve their Scientific and Mathematical knowledge and involve others from the schools involved to improve their life chances in the future

Priorities:

YOUTH: Promoting engaging, connecting and empowering young people

The exchanges and the feedback from the students, as can be seen on the website, has allowed us to view this as a success.

VET: Supporting the uptake of innovative approaches and digital technologies for teaching and learning.

The pandemic pushed this even further as important so involved online lessons from the UK to Italy, including Maths, an actual cooking lesson and English.

Creativity and culture

Students from both countries were given the opportunity and enjoyed the different culture of each country by staying with host families and taking part in many local cultural visits and experiences

ICT - new technologies - digital competences

The use of Google classroom in particular allowed our students to access new things such as online collaboration and learning. We also undertook programming activities whilst in Italy on Mobility 1.

Teaching and learning of foreign language

Both students enjoyed learning each other's languages through a number of different lessons.

We assessed these outcomes based on a mixture of concrete results that were gained during experiments and student and staff feedback. Much of this can be found on the website we created to share information and results.

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

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

On a long-term basis, further cooperation among schools and regional/national authorities will be developed. The project demonstrated that partnership in schools is a necessary element of the equality on teaching/learning process. The managers of the involved schools recognize that there is substantially more to be gained by working together, than working alone and in isolation. The main impact on EU level is the creation of a stable transnational network among schools which will allow a constant exchange of best practices on ICT. Mathematical, Scientific and Linguistic tools for students and teachers. As of today, the collaboration among EU schools on this topic has not been implemented as deeply as necessary, with this project we collaborated to improve it.

We already plan in the UK to teach the fuel cell lessons that the Italian school taught and will look to buy the resources to do so. The students found it so interesting that we expect it will develop a stronger love for Science in our children. We see that many of the aspects of this project have brought so many great ideas for the future for us to consider. The same can be said for the extraction of oils lessons where the UK School is now looking at how to set up a herb garden of our own.

Thanks to our website, the personnel will have the possibility to see how their colleagues from other countries are dealing with same problems but with different approaches. They will be therefore encouraged to participate in seminars, trainings and conferences organized at EU/international level and thus further improved their competences, linked to their professional profiles. At present, due to the ending of Erasmus+ funding for the UK, we have no plans to continue working in this type of project with our Italian partners, unfortunately. We will maintain the connections however with the area and will continue to research other ways to continue with this work together.

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

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

I created a website www.ismserasmus.weebly.com in which all of our reports, student feedback and information was disseminated. This was then shared regularly through social media by both the Italian and UK schools via applications such as Facebook, Instagram and Twitter. These reports on the exchanges were also posted on the UK school website and added to school newsletters. The main target groups to share this information with were students within the school, the mobilities and parents. The students in the first mobility also took part in a school assembly in the UK to promote the second mobility.

Within this project, there were no other groups or organisations who benefitted directly from our findings, but this is something to work on in the future.

As a consequence of dissemination of the results at local level, more teachers and students have become aware of the need for learning about using technology for 'online learning' and 'collaboration' using the resources produced by the project. Other teachers and students have witnessed the impact of the European dimension occurring in our schools and they have investigated the option to participate in future Erasmus+ projects in their context. Also, due to partners in the project participating and sharing the project's aims at national conferences, other professionals are investigating the Erasmus+ possibilities. The staff involved increased their digital and linguistic competences and thus are able to provide a more efficient support to learners.

The communication on local level has also improved as the schools gained new knowledge on how to promote the use of internet and digital information properly, how to implement a successful strategies and how to ensure students used good communication skills when face to face and on line. Indirectly, the project encouraged the staff and students to abandon their local or narrow-minded approaches in solving problems and to understand the fundamental role of ICT competences.

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

Yes

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

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

All results and information and reports (including lessons and photographs) are share on www.ismserasmus.weebly.com

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

n/a

10. Budget (coordinator school)

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

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

Budget Items	Grant
Project Management and Implementation	12000
Learning/Teaching/Training Activities	21386
Total grant	33386

10.1. Budget for Learning, Teaching and Training Activities

Activity No.	Group No.	Activity Type	Individual Support Physical Activity	Individual Support Total Grant for Participants	Travel	Exceptional Costs for Expensive Travel	Linguistic Support	Total grant
C2	C2-E10046079-00001	Short-term exchanges of groups of pupils	6,392.00	6,392.00	3,240.00	0.00	0.00	9,632.00
C4	C4-E10046079-00001	Short-term joint staff training events	1,484.00	1,484.00	550.00	0.00	0.00	2,034.00
C5	C5-E10046079-00001	Short-term exchanges of groups of pupils	7,920.00	7,920.00	1,800.00	0.00	0.00	9,720.00
Total			15,796.00	15,796.00	5,590.00	0.00	0.00	21,386.00

10.2. Special Costs

This section doesn't apply for this project

11. Annexes

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

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

Please note that all documents mentioned below need to be attached here before you submit your form online.

Before submitting your report to the National Agency, please check that:

- all necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- you have annexed all the relevant documents:
- the Declaration of Honour signed by the legal representative of the beneficiary organisation.
- the necessary supporting documents as requested in the grant agreement.
- You have saved or printed the copy of the completed form for yourself.
- you have uploaded the relevant results on the Erasmus+ Project Results Platform:

List of uploaded files

 Erasmus+ KA229 Virtual Activity Addendum for 2019-1-UK01-KA229-061515_1 (2).pdf 0.03 Mb a year ago	✕
 Erasmus+ KA229 Virtual Activity Addendum Signature Page for 2019-1-UK01-KA229-061515_1 (1).pdf 0.10 Mb a year ago	✕