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FINAL MONITORING REPORT (01.09.2016 – 31.08.2018)

INTERMEDIATE MONITORING REPORT (01.09.2016 - 01.06.2017)

1. Monitoring Activities Conform with Gantt

All activities were done according to plan, except for material preparation for the digital catalogue containing stylized elements of natural heritage and elements of living past present in popular cultural heritage. Therefore all partners came to the conclusion that more time is needed for a proper material provision. In addition, Romania needed to acquire intellectual property rights on photographs.

The success of planned activities was measured differently, although all four countries used the following instruments:

- individual and team conversations and interviews
- project meeting discussions
- number of articles and uploaded photographs
- number of people attending the activity
- number of partners identified
- number of posts, likes and comments on *Facebook*
- visitor counter on a website
- school logo contest
- school essay contest

Each country rated the success of planned activities on a scale of 1 to 5; 1 being the least successful and 5 being the most successful. Most activities got the highest possible point from all four countries, among the lower rated were the following:

- material preparation for the digital catalogue with stylized elements of popular heritage (3)



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- selection and appointment of management staff and team members (4)
- selection of six disadvantaged students at school level (3)
- organization of the project launch workshop (4)

Two project partners did not make any changes in activities. The Croatian team, though, did not choose the logo according to likes on *Facebook* but with the help of an online questionnaire (*Google Forms*), since they considered that to be more objective. The Croatian team also changed the time of planned learning session in Poland because the last week in May coincided with other school activities. The Slovenian team adapted the criteria for selecting disadvantaged students because schools in Slovenia do not have insight into families' economic status anymore.

There were different numbers of teachers involved in separate project activities; from 1 to 15 in the Croatian team, from 2 to 15 in the Romanian team, from 2 to 36 in the Polish team and from 2 to 39 in the Slovenian team.

Most teachers were involved in:

- the selection and appointment of management and team members
- *Eco-Phylia Club*
- making the timetable for recreational recycling workshops
- the selection of disadvantaged students
- organization of the project launch workshop
- identifying partners
- making partnerships agreements
- filing the partnerships list for school webpage

There were 15 teachers involved in organizing the first transnational meeting in Romania and 16 in organizing the learning session in Slovenia.

The number of students involved in project activities was considerably higher: from 1 to 80 in the Croatian team, from 2 to 30 in the Romanian team, from 2 to 100 in the Polish team and from 2 to 150 in the Slovenian team.

The majority of students was involved in preparing the project *Logo* at school level (in Poland, Croatia and Slovenia), the workshop *Mental Map of My Country* (Romania), *Eco-Phylia Club* and in making the timetable for recreational recycling workshops (Croatia).

Collaboration between project partners was very good during the whole period of time.

2. Monitoring Economically Disadvantaged Students

Romania - At the beginning of school year 2016-2017 there were twelve economically-disfavoured students in the target group at the Romanian school (5 girls and 7 boys). One of



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them was a shadow student (boy) as well. Three students participated in *Short Learning Sessions* (3 boys), all twelve students participated in educational activities nationwide and eight of them (3 girls and 5 boys) participated in educational activities regionally. In addition, the twelve students were involved in other educational activities at school and local level.

Croatia – Six students from disfavoured social groups were identified; three students with economically disfavoured background, one student with a serious medical condition, one student from a dysfunctional family, and one student from a family with four or more children. In this group there is one boy and one member who is a shadow student. All students participated in educational activities at school level, local level, regional level and national level. All students took part in learning sessions (3 in Slovenia, 3 in Poland).

Poland – At the beginning of the school year 2016-2017, fourteen economically disfavoured students were identified with the help of the school counsellor – five girls and nine boys. Included were students who were willing to get involved in the project activities at school level. The main challenge in working with the chosen group was their poor performance in English language and the lack of proper motivation. That is why they did not qualify for learning sessions abroad, although some of them were included in certain tasks during the learning session at our school in Humniska in May 2017. Due to the reasons mentioned above, these students were not chosen as shadow students.

Slovenia – Six students from disfavoured social groups were identified (3 girls and 3 boys). These are students with an economically disfavoured background, from a family with several children, from an immigrant family, etc.. It is difficult to get a real insight into families' economic status at Slovenian schools, so the teachers had problems concerning whom to invite into the project in order not to stigmatise the child or the family. The solution was to include whole classes in some of the project activities at school level. One student also participated in the *Short Learning Session* as a host.

3. Dissemination Monitoring

In **Romania**, a total of twenty-seven dissemination actions were carried out as follows:

- 10 face-to-faces (1 open workshop, 2 meetings with parents, 2 meetings with teachers, 1 presentation on national level at the *Eurodesk Event*, 1 presentation at the contest *My Europe*, 1 presentation at the International *E-Twinning Symposium*, 1 flash mob, 1 caravan)
- virtual space activities (2 web pages- school and project web page, 2 *Facebook* pages - school and project web page, *eTwinning* project space, *Yahoo Groups*, *Yahoo Mail*, 7 mass media articles in e-journals)
- other forms (3 *Erasmus Corners* at school, 1 per session)



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Dissemination actions were performed periodically. Online informing on school web page and *Facebook* page, *Eco-Phylia Club* and *Erasmus Corner* took place monthly. Flashmobs, the *Eco-Sophya Caravan* and meetings with teachers at national level were held once every three months.

The main channels used for dissemination actions were digital – e.g. websites *eTwinning* and *Facebook*.

The greatest impact had mass media articles because many people nowadays tend to get their information from mass media, especially from *Facebook*.

The person responsible for dissemination in the Romanian project team is Carmen Berintan. She held meetings with her shadow student Dranca Ana Maria on a monthly basis. She had contact with a public relations person in order to improve her competences in the dissemination field. They met once or twice per semester, dependable on the availability of the PR person.

There were six teachers from the management and implementation team and four volunteer teachers involved in different dissemination actions.

One person was sent on training sessions to the *National Agency* in Bucharest where a training session on dissemination took place.

Dissemination and exploitation plans are being worked on and will be completed during the summer.

One of the greatest challenges for them was not having a budget for publishing mass media articles; the only other option was finding a means to publish them for free. Eventually they managed to find some local and regional newspapers that were willing to publish some articles about project activities. The other obstacle was finding an available PR person for sharing information about dissemination and communication in a public institution, due to the lack of experience in this field.

In **Croatia** they had about 90 dissemination activities during the course of the project, out of which 70 took place in digital space (articles on *Facebook* pages, other web pages, *TwinSpace*, local and regional news portals, *YouTube* videos).

At school level they had seven different *Erasmus+ Corners*, three meetings with the board of teachers, one meeting with the board of parents and the school board, and two meetings with the board of students. They also had an exhibition of *Eco-Phylia* products at the *Day of the School* fair.

At school they had two presentations of the project at regional level meant for educational workers (teachers and principals). There was a public flashmob performance on *Earth Day* and a public *Eco-Sophya Caravan* with three different recycling workshops. The latter activity was registered as a national and international activity of the *European Week of Sustainable Development*. During these last two activities they distributed flyers presenting the project and the particular activity.



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The main channels they used for dissemination activities were *Facebook* pages of the project and the school, school and project websites, *TwinSpace* of the project, a *YouTube* channel as well as different local and regional news portals.

The greatest impact was made by dissemination on news portals because many people use social media and nets every day and thus a broad audience could be reached. What also had a good impact was the flash mob, since during this activity they cooperated with other local organisations and everybody could exchange their experience with specific activities. At that occasion, the possibility of a future cooperation was discussed as well. Articles on the *Facebook* page of the school also left a noticeable imprint, since most of the parents, students, and other associates follow the page and know about the activities.

A team member and a corresponding shadow student were assigned with the dissemination role. They met and communicated often, at least twice or three times a month. Those responsible for dissemination also met with a public relations person once. A total of seven people from the Croatian school were involved in dissemination activities. Two people from the team attended a meeting at the *National Agency* where dissemination practices and strategies were presented. Dissemination and exploitation plans for the first year were made and also carried out.

The main problem with regular dissemination practice that has been faced so far was with local journalists who were reporting about the activities. Despite being informed in detail and given references, their articles were incorrect and thus misinforming so that those responsible for dissemination had to intervene.

In **Poland** 33 dissemination actions were performed as follows:

- 13 face-to-faces (1 open workshop, 3 meetings with parents, 3 meetings with teachers, 3 meetings with project partners, 1 presentation at provincial level with a meeting with the coordinators of other *Erasmus+* projects, 1 flash mob, 1 caravan)
- virtual space activities (school website and project website, school *Facebook* profile and project *Facebook* profile, *TwinSpace* of the project, 3 internet media articles and videos, 2 *YouTube* videos)
- other forms including *Erasmus+* school corner with wall displays, updated 5 times with every major activity and seasonally, 5 local newspaper articles published at the beginning of the project and after every project meeting or other major activity

The main dissemination actions were sharing information and pictures on *Facebook*, *YouTube*, school and project websites, *eTwinning Twin Space*, and local internet media. The information was shared during every major activity as well as on every project meeting.

The main out-of-school dissemination actions were activities like flashmob and *Eco-Sophya* caravan as well as meetings with school partners and other project coordinators. These were performed on a regular basis once every two months.



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The main channels used were digital –main ones being the websites *Facebook*, *YouTube* and *eTwinning*.

The greatest impact had local newspaper articles as the newspapers are read by a big number of people from different local communities.

Jolanta Salisz, an English language teacher, was responsible for dissemination and the corresponding shadow student for dissemination was Gabriela Hydzik. Meetings between the dissemination teacher and the shadow student were held on a regular basis at least once a month.

In **Slovenia** a total of 18 dissemination actions were carried out as follows:

- 10 face-to-faces (meetings with parents and local environment representatives, presentations, 1 flashmob, 1 caravan)
- virtual space activities (*Facebook*, radio, *eTwinning* website)
- other forms (2 articles in a newspaper, *Erasmus+* school corner)

The main dissemination actions done at school were meetings with parents, local environment representatives, presentations for teachers, workshops in the school hall, dissemination on FB.

The main out-of-school dissemination actions were dissemination of the project with other project partners at *K1 Erasmus* project on *Malta* called *Outdoor Education* and at the project *Migration Meets Education*. The main channels that were used for dissemination activities were *Facebook*, project website and local newspaper articles.

One member of the team and the headmistress of the school attended a meeting at the *National Agency*.

The school coordinator Katja Sivka is, in cooperation with other people from the school project team, responsible for dissemination. There are also students included in dissemination.

The only problem was that there were more projects at the Slovenian school taking place at the same time which could be quite confusing for teachers and students not directly involved in the project. Therefore there are even more presentations and dissemination actions planned for the future.

4. Risk Monitoring

In all four countries members were aware of the existence of the *Risk Register* and the circumstances enhancing the gravity of possible risks so all of the team members acted according to the *Risk Register*.

In **Romania** there were seven risk situations identified throughout the course of the project. However, some new risks were encountered during the project time; for example finding replacements for school managers or other team members in case of unforeseen absences. Finding competent and willing personnel was a very difficult undertaking because it is quite time-consuming and challenging to master project management and implementation to a



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sufficient level. The absent members should be replaced by volunteers who are wholeheartedly committed to the cause and are willing to work on understanding the topic and solve eventual problems. Other identified risk situations concern the security of host students in their host families where they stayed after the organized part of the school program.

At the **Croatian** school they identified two possible risks that might have influenced the success of the project activities. One of them concerns the number of accompanying teachers (1) during the learning sessions. The team decided to appoint at least two accompanying teachers for each learning session. The expenses for the additional teacher(s) could have been covered by thoughtful budget redistribution from other categories. The other risk concerns the timing of the upcoming learning session in Croatia. The preparations coincide with the extensive preparations prior to the beginning of the new school year in September. Therefore the Croatian team will have to begin with intense preparations as early as in the beginning of August.

In Poland they didn't identify any additional risks during the course of the project, since they planned all activities in compliance with the *Risk Register* and consequently managed to avoid the risks mentioned in the document.

In the **Slovenian** team there were three risk situations identified throughout the first year of the project:

- low motivation of teachers and students at the beginning of the project due to a large number of different activities and a great deal of extra work for teachers and students
- international conflicts (too much paper work from Romanian NA that other countries do not have)
- only one accompanying teacher at learning sessions (they sent two for safety reasons)

5. External Budget Monitoring

In **Romania** it was very difficult to find economically qualified personnel for external monitoring, but eventually they managed to appoint two persons with university education in the field of economics, and law respectively, to the post.

The external monitoring of the budget **in Croatia** was done by two independent persons in May. Both of them have the degree in the field of Economics. Both external reports showed that the budget spent was in accordance with the accountant's books and all the costs were legitimate and within the approved category.



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The external audit commission for *Erasmus+* project budget control in Zespół Szkół Nr1 w Humniskach in **Poland** consists of two volunteers with expertise and experience in the field of economics as well as accounting and states as follows:

1. All the expenditure was used by the beneficiaries of the *Erasmus+* project „Zespół Szkół Nr1 w Humniskach and is recorded in the accounts.
2. All the expenditure was necessary for the performance of the project.
3. All the expenditure was spent within the time frame outlined in a financial agreement signed between the local school board and the *National Agency*.
4. All the expenditure was spent according to the budget category in compliance with the aforementioned financial agreement.
5. All the expenditure complies with Polish national tax law as well as labour and social security regulations.
6. All the expenditure was reasonable and conforms to the principle of sound financial management, in particular in terms of value for money and general cost – effectiveness.

In the **Slovenian** team it was not difficult to find two persons for external budget monitoring, as the school houses a local accounting body responsible for accounting services of other schools in Rogaška Slatina, with which it regularly cooperates on different projects.

Date: 19th July 2017

Location: Rogaška Slatina/Slovenia

Romanian monitoring team (Ujică Luminița, Gîmbuță Alina)

Croatian monitoring team (Helena Bušac, Marijana Mikulandra)

Polish monitoring team (Krzysztof Kij, Ryszard Sołtysik)

Slovenian monitoring team (Katja Sivka, Anton Strniša)



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INTERMEDIATE MONITORING REPORT (01.09.2017 - 31.08.2018)

1. Monitoring Activities Conform with Gantt

Most of activities were done according to our plan; some deadlines we needed to adjust for example final petition Future Alive and Comparative Study. Those two activities were very difficult because all coordinators have different point of view of doing it. Because of changing the main coordinator we also did not get all information about those activities on second transnational meeting. For focus group interviews firstly we have planned to do it in December, but it was better to do it later because we could get more relevant feedback form students and teacher (more project activities were done).

The success of planned activities was measured differently, although all four countries used the following instruments:

- number of workshops and participators on workshops
- number of motivation cards made
- number of posters, the exhibition
- number of dissemination activities and participators on the activity
- feedbacks (individual) and team conversations and interviews
- project meeting discussions
- number of articles and uploaded photographs
- number of different stakeholders
- number of posts, likes and comments on *Facebook*
- visitor counter on a website

Each country rated the success of planned activities on a scale of 1 to 5; 1 being the least successful and 5 being the most successful. Most activities got the highest possible point from



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all four countries, first workshop for parents in Croatia and second in Slovenia were given point 4, because we expected more parents to participate.

Poland project partner would not make any changes in activities. The Croatian team thinks the contest should be rated by making *Google forms and not likes on FB*, since they considered that to be more objective. Some of partners also missed the main coordinator on the second transnational meeting (25-28.09.2017) to discuss in more details the activities. Romania sent the headmaster and one member of the management and implementation team as the main coordinator could not attend the meeting.

There were different numbers of teachers involved in separate project activities; from 1 to 12 in the Croatian team, from 1 to 30 in the Romanian team, from 2 to 15 in the Polish team and from 2 to 34 in the Slovenian team.

Most teachers were involved in:

- *re-opening EcoPhylia Club and making a timetable for the EcoPhylia activities*
- *Short Learning sessions in Croatia and Romania*
- *A workshop that has announced the end of the project and has identified new possible target groups for dissemination*

There were 10 teachers involved in organizing the second transnational meeting in Slovenia and 12 in organizing the learning session in Croatia and 20 in organizing the learning session in Romania.

The number of students involved in project activities was considerably higher: from 1 to 65 in the Croatian team, from 6 to 100 in the Romanian team, from 5 to 100 in the Polish team and from 2 to 100 in the Slovenian team.

The majority of students was involved in EcoPhylia Club activities (Poland, Croatia, Romania and Slovenia), the second contest: *Join and Learn* (Poland, Slovenia, Romania and Croatia) and both learning sessions (Romania, Croatia), the Ecosophya Caravan (Slovenia, Romania), the Ecohuntig (Croatia, Slovenia) and the *National Studies about translation and recovery of ethical norms of Alive* (Poland).

Collaboration between project partners was very good during the whole period of time.

2. Monitoring Economically Disadvantaged Students

Romania – At the beginning of the project there were 12 economically disfavoured students identified, one of them also being a shadow student. They were involved in all the activities, with some of them participating in the short learning sessions in the partner countries.



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Croatia – At the beginning of the project there were identified 6 students from disfavoured groups (economical obstacles, children with single parent families and children with chronic diseases). They were involved in all the activities, whether directly or indirectly. They all participated in mobilities.

Poland – At the beginning of project, fourteen economically disfavoured students were identified with the help of the school counsellor – five girls and nine boys. Included were 12 students, who were willing to get involved in the project activities at school level during the whole project (5 girls and 7 boys). 2 economically-disfavoured students have participated in the Short Learning session.

Slovenia – Six students from disfavoured social groups were still identified in the second year of the project (4 girls and 2 boys). These are students with an economically disfavoured background, from a family with several children, from an immigrant family, etc.. It is difficult to get a real insight into families' economic status at Slovenian schools, so the teachers had problems concerning whom to invite into the project in order not to stigmatise the child or the family. The solution was to include whole classes in some of the project activities at school level. Three students also participated in the *Short Learning Session* as a guest.

3. Dissemination Monitoring

In **Romania**, a number of 30 dissemination activities were carried out as follows:

- 12 face-to-face (2 open workshops - Future Scenarios and the closing workshop), 1 workshop for parents, 2 presentations for teachers at county level, 2 presentations at the Made for Europe contest, one at county level and one at national level, 1 presentation at an international eTwinning symposium, 1 flash mob, 1 caravan, 1 focus group questions interview, 1 eco-hunting workshop).
- 14 in virtual space - 2 webpages (webpage of the school and webpage of the project), 2 Facebook pages (1 of school and 1 of project), eTwinning project space, yahoo groups, yahoo mail, 7 mass media articles in e-journals.
- Erasmus corners in school, 3 corners/1 on the sessions.

The main dissemination actions have been: the Erasmus corners in school that were updated every two months, sharing online information and pictures on the webpage and the Facebook page of the school, and the EcoPhylia club. These last actions were performed monthly. We also used the local online newspaper, „Timp Online”, to recount the most important activities held in and out of school.

The main dissemination activities and the ones that had a great impact have been: the Flash Mob held in school on International Consumers' Day, the Ecosophya Caravan held in the



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municipal park, several meetings with teachers at county level and the open workshop „Future Scenarios” that resulted in a Petition for the Alive.

The main channels that have been used for dissemination actions were mostly digital such as the school and the project’s webpages, eTwinning and the school and project’s Facebook pages, but also online newspapers, with the most articles appearing in „Timp Online”. Face to face dissemination channels were the meetings with teachers at county and national level.

The greatest impact has been brought by the articles that appeared in mass media, because a lot of people get their information there, but also through both Facebook pages.

We had one person responsible with the dissemination and she was teamed up with a shadow student. The pair met monthly. She has been in contact with a person in a PR role (out of school), for improving her competences in the dissemination area. She met her once per semester, when this person had been available.

There have been 6 teachers from management and implementation team and 6 volunteer teachers involved in dissemination actions.

One person has been sent at 2 training sessions in Bucharest, at the National Agency, one of them being the training session on final results topic.

There have been made a dissemination and exploitation plan.

One of the greatest challenges has been not having a budget for the mass media articles; this has made it difficult to have articles published for free, but we have found some local and regional newspapers that have agreed to publish a few articles about our project and its activities. The contact person for these articles has been Ioana Bradea with „Timp Online”. Other obstacle has been finding a PR who was available and willing to share information about dissemination and communication in a public institution as we didn’t have experience in that area.

In **Croatia** they have had about 80 dissemination activities, out of which 60 were in digital space (articles on Facebook pages, school webpage, Twin-space, local and regional news portals, YouTube videos, Ecophylia Blog).

At school level they have had 6 different Erasmus+ corner covers, 3 meetings with The Teachers’ Board, 1 meeting with The Parents’ Board and The School Board, 1 meeting with The Students’ Board.



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Out of the school they have had 2 presentations of the project to educational workers (teachers and principals) and 2 presentations to workers and volunteers involved in youth programmes, both on regional level. They have had 1 public Flash mob performance for the World Consumer Rights Day. They have had 1 EcoSophya Caravan with 3 different recycling workshops open for public. During these last two activities they have distributed flyers presenting our project and the particular activity. 1 open and public participatory workshop was organized with the local stakeholders.

The main channels that Croatia have used for dissemination activities were: Facebook pages of the project and the school, web page of the project and the school, Twin space of the project, YouTube Channel, Ecophylia Blog, Erasmus corner, the Teachers' Board, local and regional news portals.

The greatest impact has been reached with the activities done in cooperation with local youth organisations because they have discussed and arranged new cooperation and, even projects. They also had a good impact with the Flash mob because the topic was very interesting and socially relevant. Articles on the Facebook and the web page of the school have also had great impact because most of the parents, students, journalists and other associates follow the page and know about activities of the project.

There was a team member assigned with dissemination role as well as a corresponding shadow student. They met and communicated often, at least twice or three times a month. The dissemination responsible has met once with a person who is PR. Four people from the school have been involved in dissemination activities.

In **Poland** 28 dissemination actions were performed as follows:

- 13 face-to-face (3 open workshop, 3 meetings with parents, 2 meetings with teachers, 3 meetings with project partners, 1 flash mob, 1 caravan)
- virtual space activities (2 websites - school website and project website - 2 Facebook profiles - school profile and project profile - project eTwinning twin space, 2 internet media articles and videos)
- Other forms: Erasmus+ school corner with wall displays, updated 4 times with every major activity and with every season, 4 local newspaper articles (after every project meeting and major activity).
-

The main dissemination actions have been sharing information and pictures on Facebook, YouTube, school and project websites, eTwinning twin space, local internet media. The



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information has been shared before and after very major activity as well as every project meeting.

The main out-of-school dissemination actions have been activities such as the flash mob and the Ecosophya caravan, the meetings with school partners and other project coordinators. Open workshops like „Future scenarios” and „Ecophylia club” helped to disseminate the project. These were performed on a regular basis once every two months.

The main channels that they have used were electronic in the form of websites, Facebook, YouTube and eTwinning. Besides local newspapers, „Wiadomości Brzozowskie” and „Brzozowska Gazeta Powiatowa” included articles about the project after major project events. Direct dissemination channel like open workshops, flash mob and eco-caravan also served to disseminate the project.

The greatest impact in Poland has had the local newspaper articles as these newspapers are read by a big number of people from local communities.

They have had meetings between dissemination teacher and a shadow student on a regular basis at least once a month. They were in contact with the PR people from local government once every six months. Also all 6 teachers from management and implementation have been involved in dissemination actions. One person from school team did training on a relevant topic „ Website management”.

In **Slovenia** a total 30 dissemination actions were carried out as follows:

- 15 face-to-faces (presentation of project activities to other students, meeting with parents, teacher conferences, meeting with local environment representatives, meeting with school counsellors of regional area, flash mob, caravan, workshops for parents)
- virtual space activities (*Facebook*, website of the project and school website, YouTube, *eTwinning space*, Ecophylia Blog)
- other forms (articles in newspaper Rogaške novice, *Erasmus+* school corner)

The main dissemination actions done at school have been sharing information on Facebook group and on other virtual spaces.

The main out-of-school dissemination action has been a caravan that was organized as special Terra Community Day in central park of Rogaška Slatina. More than 100 students were involved.



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During the second transnational meeting, it was organized in Slovenia in the second year of the project, all project partners have opportunity to cooperate with the Slovenian Institute for Preservation of Cultural Heritage. So the project was provided with a wider recognition in the broader community.

Project activities were represented also on European level, because Slovenian school is involved in more international Erasmus projects (K2: Education meets migration, Terra Vita).

The school coordinator was, in cooperation with other people from the school project team, responsible for dissemination.

4. Risk Monitoring

In the second year of the project all four countries members were still aware of the existence of the *Risk Register* and the circumstances enhancing the gravity of possible risks so all of the team members acted according to the *Risk Register*.

In **Romania** there have been 3 risk situations identified. At the end of the first year, 2 team members left the project, the main coordinator and the teacher responsible for Monitoring, due to personal and health related reasons. Two new teachers were selected and brought in, taking over the dissemination and monitoring areas, with the teacher responsible with dissemination the previous year becoming the main coordinator. This has been rather difficult for the new teachers as they had to get familiarized with the responsibilities, and it is why they needed time to learn about the project management and implementation. Furthermore, the new members had a difficult time in understanding the project topics, activities, the importance of them and the rules of the Erasmus+ program. The third situation was identified close to the Short Learning session in Romania when the management and implementation team had difficulty in finding host families during the partners' stay in our country.

In **Croatia** in the second year of the project they have identified 1 new risk. One teacher, a member of the project team has left the school. We had to reorganize and redistribute her tasks among other members.

In **Poland** they didn't identify any additional risks during the second year of the project, since they planned all activities in compliance with the Risk Register and consequently managed to avoid the risks mentioned in the document.

In the **Slovenian** team there were less risk situations identified as throughout the first year of the project: the change of main coordinator caused some confusion first, but the new



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coordinator gave us rights directions when we need it. The second risk was disease of accompanying person that happened one day before going on learning session in Romania. But we planned two persons more from the beginning so for the students everything was well provided.

5. External Budget Monitoring

In **Romania** it was rather difficult to find external monitoring personnel with economic studies. In the end, the school has accepted that the external monitoring be done by 2 people with University studies or lower certification in the field of economics.

The external monitoring of the budget in **Croatia** was done by two independent persons in May. Both of them have the degree in the field of Economics. Both external reports showed that the budget spent was in accordance with the accountant's books and all the costs were legitimate and within the approved category.

The external commission for Erasmus+ project budget control in Szkoła Podstawowa Nr1 w Humniskach consisting of two volunteers with the previous knowledge and experience in the field of economy and accounting states as follows:

1. All the expenditure was incurred by the beneficiary of the Erasmus+ project „Szkoła Podstawowa” Nr1 w Humniskach and are recorded in its accounts.
2. All the expenditure was necessary for the performance of the project.
3. All the expenditure was incurred in the time frame outlined by a financial agreement signed between the local school board and National Agency.
4. All the expenditure was incurred according to the budget category of the aforementioned financial agreement.
5. All the expenditure complies to Polish national law on taxes, labour and social security.
6. All the expenditure was reasonable and complied with the principle of sound financial management, in particular in terms of value for money and cost – effectiveness.

The audit was conducted at the end of the second year of the Erasmus+ project and there are no changes with the first budget monitoring conducted after the first year of the project.

In the **Slovenia** two persons from local accounting have checked the external budget monitoring. We are regularly cooperating with them on different projects.

Date: 31th August 2018



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Location: Rogaška Slatina/Slovenia

Romanian monitoring team (Pașca Iuliana)

Croatian monitoring team (Helena Bušac, Marijana Mikulandra)

Polish monitoring team (Krzysztof Kij, Ryszard Sołtysik)

Slovenian monitoring team (Katja Sivka, Anton Strniša)