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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 Comperative 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 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 made by making *Google forms and not like on FB*, since they considered that to be more objective. Some of partner also missed the main coordinator on the second transnational meeting to discuss in more details the activities.

**Romania ...**

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



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Most teachers were involved in:

- *re-opening Eco-Phylia Club and making timetable for Ecophylia activities*
- *Short Learning session in Croatia and Romania*
- *A workshop that has announce the end of the project and has identify 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 \_\_\_\_\_ 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 \_\_\_ to \_\_\_ 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 and Slovenia), Second contest: Join and Learn (Poland, Slovenia, Croatia) and both learning sessions (Romania, Croatia), Caravan (Slovenia), Ecohuntig (Croatia, Slovenia), National studies about translation and recovery of etnical norms of Alive (Poland).

Romania ?

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

## 2. Monitoring Economically Disadvantaged Students

Romania -

**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



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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,

In **Croatia** they have had about 80 dissemination activities, out of which 60 were in digital space (articles on Facebook pages, school web page, Twinspace, local and regional news portals, YouTube videos, Eco-phylia 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.

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 Flashmob performance for the World Consumer Rights Day. They have had 1 Eco-Sophia 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 in Croatia have used for dissemination activities were: Facebook pages of the project and the school, web page of the project and the school, Twinspace of the project, YouTube Channel, Eco-phylia 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 cooperations and, even projects. They also had a good impact with the Flashmob 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 meet and communicate 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.



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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 web sites - school website and project website - 2 Facebook profiles - school profile and project profile - project eTwinning twinspace, 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 were sharing information and pictures on Facebook, Youtube, school and project websites, eTwinning twinspace, local internet media. The information were shared with every major activity as well as every project meeting.

The main out-of-school dissemination actions were activities like flashmob and eco-sophya caravan, meetings with school partners and other project coordinators. Open workshops like „Future scenarios” and „Ecophylia club” help to disseminate the project. These were performed on a regular basis once every two months.

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

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

They 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, flashmob, caravan, workshops for parents)
- virtual space activities (*Facebook*, website of the project and school website, Youtube, *eTwinning space*, Eco-phylia Blog )



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- other forms (articles in newspaper Rogaške novice, *Erasmus+* school corner)

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

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

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

At the **Croatian** 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 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.



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## 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.

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: 31<sup>th</sup> August 2018

Location: Rogaška Slatina/Slovenia

Romanian monitoring team (Ujica Luminița, Gîmbuță Alina)

Croatian monitoring team (Helena Bušac, Marijana Mikulandra)



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Polish monitoring team (Krzysztof Kij, Ryszard Sołtysik)

Slovenian monitoring team (Katja Sivka, Anton Strniša)