



**Co-funded by
the European Union**



INCREASED MOVEMENT TOWARDS INCLUSION - IMTI

By Vänersborg, Cervia and Daugavpils

Innehållsförteckning

Innehållsförteckning	1
1. Background	2
2. Activities	3
2.1. Capacity building lessons for teachers:	3
2.2. Digital thematic lectures by professionals for students.	4
2.3. Students´ tutorials on outdoor wellness activities	5
2.4. Performing one integrated sport or leisure activity at each other´s school in order to increase the cultural awareness and gain experience from other countries´ teaching environments.	6
2.5. Kick-off meeting and start mapping local opportunities with the aim to create a final field study report	7
2. Achievements	8
3. Results	9
4. Disclaimer	15

1. Background

The initiation of the Erasmus+ project by Vänersborg was, for us, an unequivocal decision. The imperative was clear: we needed to do something for our students to make both the school and the world more engaging. This project intersected two vital aspects of education—physical activity and academic achievement. Our motivation to apply for this project was rooted in a profound belief that a holistic approach to education was essential in shaping a healthy and balanced future for students. By focusing on promoting spontaneous physical activity, elevating academic scores, and enhancing overall well-being, we believed this project could positively impact the educational environment. We eagerly anticipated contributing to and learning from this collective endeavor.

Concerning the needs of the students, we identified various concerns in today's youth society. Firstly, there was a growing apprehension about the declining physical activity among students. The modern lifestyle, with its technological advancements and increased screen time, had led to a decline in spontaneous physical activity. Through this project, we hoped to contribute to the development of strategies and methods to increase physical activity in a way that was appealing and sustainable for today's students.

Another critical aspect was the need to improve academic scores and performance. Research indicated that an active lifestyle not only benefited physical well-being but also had a direct connection to cognitive function and learning. By integrating physical activity into the educational process, we believed we could create a more stimulating and effective learning environment. The goal was to highlight the connection between physical activity and academic performance to motivate students not only to exercise for their health but also for their academic results.

Furthermore, in line with the goals of the Swedish education system, we aimed to contribute to the creation of an inclusive environment that promoted well-being. This included identifying and breaking down any barriers to physical activity and learning. By collaborating with international colleagues and leveraging different perspectives and experiences, we hoped to contribute to designing strategies and methods that could be adapted and implemented in various cultural and educational contexts.

For us, the Erasmus+ project was not just an opportunity to address these specific needs but also a platform for personal and professional growth. By interacting with like-minded and committed colleagues from different parts of Europe, we looked forward to learning from their experiences and bringing new perspectives and insights back to the Swedish educational environment.

In summary, our commitment to this Erasmus+ project was driven by a conviction that creating positive change in education required a holistic approach. By focusing on spontaneous physical activity, elevated academic scores, and improved well-being, we believed we could shape a future where students not only focused on academics but also developed a healthy and active lifestyle that would benefit them throughout their lives. We looked forward to being part of this journey and sharing our insights with like-minded colleagues from across Europe.

Our school received an invitation from the municipality of Daugavpils for the opportunity in this project. We agreed to participate because we saw the potential to increase the capacity of

teachers, develop the knowledge of our young people, and improve the educational environment in our city. While the municipality of Vanersborg had been a stable project partner with Daugavpils city municipality for many years, this collaboration with Sweden was a first for our school. We were intrigued by the project's main aim: creating an inclusive secondary school that promotes physical and mental well-being through sports and leisure activities in collaboration with local youth recreation centers and sports clubs. The current challenge for our school is establishing an inclusive environment, encouraging students from diverse social, ethnic, and economic backgrounds. Our school has Latvian, Russian, and Ukrainian students, and we aim to broaden their worldview and increase their activity levels. Gaining international experience is crucial for expanding cultural understanding and learning from other countries. We align with the project organizers' perspective that integrating sports and leisure activities within the school environment brings students closer beyond the classroom, enhancing their well-being and improving learning outcomes. This is especially relevant in the post-pandemic period and amidst other global changes that our students are experiencing.

Cervia applied for this project primarily to raise awareness of European citizenship skills among learners, but equally important was the goal of enhancing learners' wellness through physical activity in diverse learning environments and cultures.

2. Activities

2.1. Capacity building lessons for teachers:

As part of our project's capacity-building lessons for teachers, we invited speaker Mattias Ribbing to provide an inspiring and informative training session for our school staff. Focused on "New Tools for Well-being and Performance in a Digital Everyday Life," Ribbing guided us through the latest research on how the brain functions in the digital information climate.

Mattias Ribbing, an author of five books on the brain and learning, and a three-time Swedish memory champion, brought his sharp pedagogy and entertaining style to our training. With experience working with organizations like Harvard Business School, Google, and Skolverket, Ribbing proved to be an ideal speaker for our school staff. The lecture highlighted key areas such as working and long-term memory, the importance of physical activity for the brain, and the significance of mental breaks. Ribbing's commitment to the education field and collaborations with educational unions ensured relevant insights for our school community.

The dynamic and insightful session provided our staff with concrete tools and strategies to support both their well-being and the development of our students. An example mentioned by Ribbing was the Pomodoro method, encouraging micro-breaks during lessons to allow students to move their bodies and refresh their minds briefly. Ribbing also emphasized how physical activity positively affects creative thinking.



The impact extended beyond students as our staff developed a new perspective on physical activity after Ribbing's lecture and how the project inspired movement and well-being. We now offer an optional pulse-raising activity one afternoon per week, fostering a sense of community and collaboration. This initiative, initiated by the school's principal, focuses on our mental sustainability, incorporating wellness into every professional development day.

In line with the project's goals, each country was tasked with implementing at least one capacity-building activity for colleagues. On September 16, 2023, State High School teacher Baiba shared her experience within the Erasmus+ project in Sweden during a conference in Riga. In this case, the teacher herself shared the gained experience, deviating from the originally planned activity. Baiba shared knowledge and practical examples gained during mobility in Sweden, especially focusing on parasport methods in sports lessons. The funds allocated in the project were not used for this activity, as Baiba voluntarily shared her experience at the conference, allowing project funds to be saved for other activities.

The conference, attended by 58 representatives from preschool and school teams, educators, and founders, aimed to explore Latvia's experience in organizing a support system in an educational institution to meet the learning needs of every child. The positive outcome of the activity lies in the opportunity to share new methods with teachers from various Latvian regions, contributing to the implementation of inclusive education practices in their classrooms. Overall, we are satisfied with this activity's impact on knowledge exchange and collaboration in inclusive education.

2.2. Digital thematic lectures by professionals for students.

As part of our project, we implemented digital thematic lectures by professionals for students, focusing on topics related to health, well-being, and physical activity. During the spring of 2022, Vänersborg organized a themed day for 7th-grade students, featuring lectures from various experts in the field of health and fitness.

The thematic day began with presentations on the significance of nutrition for well-being and its impact on physical activity. Students learned about the importance of a balanced diet for achieving positive results in their physical endeavors. The day also included practical sessions led by a personal trainer (PT), who covered the fundamentals of starting strength training. Given that many students start using the gym as a form of exercise during middle school, the focus on strength training was well-received. Students appreciated the opportunity to interact with external professionals, providing a refreshing change from the usual interaction with teachers during themed days.

The school's student health services organized sessions where students engaged in discussions about well-being. They exchanged advice and tips on how to reduce school-related stress, addressing a concern noted by mentors for several 7th-grade students. The inclusion of pulse-raising activities towards the end of the day aimed to provide variety and incorporate more movement into the learning environment. This approach has been adopted by several teaching teams during schedule-disrupting days.

Another noteworthy tradition at our school in Sweden is Torpaorken, a 7.5 km run that all students participate in at their own pace. Before the run, students reflect on how they plan to approach the race and why they choose a particular level of participation. The event accommodates students with injuries or limitations, allowing them to engage in physical

activity from a health perspective. Torpaorken has become a half-day activity that the majority of students appreciate.

Additionally, the sports teacher encouraged students to use a digital platform, distantrace.com/lv, to record their physical activities. This platform provided an opportunity for students to compete against each other and collaborate as a team to accumulate kilometers through various sports activities of their choice. Students, both individually and with the guidance of the teacher, engaged in walks to Stropu lake during sports lessons. In their free time, they collected distance by walking in the city and participated in activities such as ice-skating at the Daugavpils Olympic Center.

These activities not only addressed the physical well-being of students but also promoted a holistic approach to health, combining expert lectures, interactive discussions, and physical challenges. The implementation of digital platforms for tracking physical activities added a modern and engaging element to our project, fostering both competition and collaboration among students.

2.3. Students' tutorials on outdoor wellness activities

During sport lessons organized outside sport events in the school yard. The lessons emphasize healthy eating and promoting healthy habits (proper hydration, healthy snack choices and balanced meals that provide necessary energy and nutrients) alongside outdoor sports such as football, basketball and floorball. We often chose group sports because it fosters teamwork, collaboration, and cooperation as students learn to work together, communicate effectively, and support one another to achieve common goals. Students have the opportunity to take on leadership roles within the team, make decisions in real-time situations, and learn to strategize for the success of the team. Group sports create a sense of belonging and inclusivity, helping students feel connected to a larger community, whether it's their school team or a local sports club. For these activities, we used the equipment available to the school.

We implemented new activities, which were first proposed by project partners and agreed together for implementation such as disability sports, collaborative teamwork with new perspectives, cycling activities, short distance marathons, Canoeing, Tennis, beach tennis, beach volley, paddle and fishing trips. Moreover, it was possible to carry out other collaborative activities such as tours of Cervia salt pans and cooking workshops and traditional folklore dancing.

In our project, we implemented students' tutorials focusing on outdoor wellness activities, emphasizing the importance of physical well-being. Furthermore, Vänersborg organized a special outdoor day for 9th-grade students. This event took them to a Nordic ski center, introducing them to the fundamentals of cross-country skiing and biathlon. These activities were not only a source of physical exercise but also offered a unique cultural experience. Many students had never tried these traditional winter sports before. Cross-country skiing, deeply ingrained in Swedish culture for almost a century through events like the Vasaloppet, provided both a historical perspective and a fun way for students to engage in physical fitness. This initiative aimed not just at promoting healthy habits but also at fostering an appreciation for traditional sports within the school community.

These actions allowed us to improve individual and group skills for each learner and they were able to build their own experience in natural environments, choosing their own pace by

learning to listen to their body. This also included space and time variants, nonverbal communication, movement and sports language.

2.4. Performing one integrated sport or leisure activity at each other's school in order to increase the cultural awareness and gain experience from other countries' teaching environments.

The "Increased Movement Towards Inclusion – IMTI" project has successfully conducted three mobilities, each hosted by Vänersborg in Sweden, Cervia in Italy, and Daugavpils in Latvia. These experiences provided a unique platform for educators to explore and share inclusive teaching methods, particularly focusing on students with diverse needs.

The primary objective of the project was to create a learning environment that promotes inclusivity, ensuring the full participation of students with varying abilities. Through the exchange of experiences and best practices, the project aimed to enhance understanding and contribute to a more just and accessible educational system.

An innovative aspect of the project was the incorporation of sports activities representing the cultural and sporting heritage of each participating country. These activities not only encouraged physical activity but also provided insights into the diverse conditions and resources for sports in different nations.

The visit to Trollhättan's indoor skatepark showcased collaboration between municipalities and a blend of historical and modern elements. Students engaged in skateboarding, bridging the gap between traditional and contemporary physical activities, aligning with the Swedish emphasis on diverse and inclusive health-promoting activities. The activities conducted in Vänersborg, Sweden, highlighted significant disparities between the Swedish and Italian physical education curricula. Sweden's deliberate focus on specific goals, such as swimming proficiency and handling water-related emergencies, underlines a commitment to similar expectations as Italy's emphasis on ensuring every child can swim.

A guided field trip to Hunneberg showcased the impact of Sweden's outdoor tradition and the Right of Common Access on the curriculum. The day involved exploring the Elk Museum, grilling sausages outdoors, and a guided tour, demonstrating the Swedish commitment to integrating outdoor experiences into education.

Visits to Daugavpils Fortress, Aglona Basilica, and the Deer Garden provided insights into Latvian history, military heritage, and a closer connection with wildlife. Each location offered a unique aspect of Latvian culture. Sports events at Viški Stadium emphasized teamwork and collaboration, enhancing social interaction. Recreational activities like ice skating at Daugavpils Olympic Center offered a balance of physical health benefits and enjoyable experiences. The visit to Tarzāns adventure park highlighted teamwork, cooperation, and trust-building in the lush, wooded environment of Daugavpils. Overcoming resource challenges, Daugavpils teachers demonstrated adaptive teaching methods, providing valuable insights into enriching education under limited conditions.

Engaging in beach sports against the backdrop of the beautiful coast of Cervia highlighted a contrast emerged as Italian PE teachers often relied on external resources to compensate for material shortages in school sports facilities.

The project aimed to promote inclusive teaching techniques for students with disabilities. Activities like Goal Ball and Wheelchair Basketball were chosen to create understanding among students and promote cooperation.

The project has been a journey of mutual understanding and collaboration, bridging the gaps between countries with different conditions and resources. By implementing inclusive teaching and exploring diverse sports activities, the project has built bridges, fostered cross-cultural exchange and providing valuable insights. The shared experiences and best practices have created a platform for continued collaboration and exchange, benefiting both teachers and students in the future. The project has succeeded in increasing cultural awareness and facilitating a deeper understanding of inclusive teaching methods across participating schools in Sweden, Italy, and Latvia.

2.5. Kick-off meeting and start mapping local opportunities with the aim to create a final field study report

The project implementation included a kick-off meeting and the initiation of activities aimed at mapping local opportunities. In Cervia and Daugavpils, existing collaborations with local sports and recreational associations laid the foundation for diverse sports experiences for students. Limited sports facilities in Cervia necessitated partnerships with various sports clubs, allowing students to explore multiple sports and develop interests. The school's strong ties with these clubs facilitated the organization of events and school Olympiads. Daugavpils mirrored a similar engagement with local clubs, enhancing the collaboration through the project. Noteworthy was the fishing activity in Cervia, where students engaged in sport fishing, and the caught fish were utilized in school cooking activities, creating a unique and interdisciplinary learning experience.

The kick-off meeting served as a platform for sharing project collaboration experiences, local sports, and recreational engagement. This cross-cultural exchange inspired the Swedish team to foster closer ties with local sports associations. Building upon an existing partnership with a badminton club, the collaboration expanded to include horseback riding, gym, skiing, and a racket center. The goal is to sustain these collaborations, introducing more students to diverse sports and promoting overall engagement.

The implementation also involved several digital meetings to share experiences from different visits and gather students' feedback. These discussions aimed to evaluate the impact of the activities on students and refine future engagement strategies. The project's overarching objective is to create a comprehensive field study report that compares and analyzes inclusive/support strategies at the local level in secondary schools. Through these activities, the partners aim to promote a healthier lifestyle, strengthen cooperation with local sports and recreational associations, and encourage more students to participate in sports and recreational activities for enhanced inclusion. At the end of the 24-month period, the project partners anticipate presenting a report containing insights, best practices, and local mappings during a final dissemination event, contributing to the broader promotion of physical activity and sports for young people. This in the end gave a positive outcome.

2. Achievements

In implementing this project at Vänersborg, our endeavors were driven by a comprehensive set of objectives aimed at improving and enriching our students' school experience while fostering their overall health and well-being. Our primary goal was to explore and learn from active engagement strategies employed by schools in other countries to involve their students in physical activities. Delving into the methods and strategies of our European counterparts, we sought insights adaptable and integrable into our own teaching environment.

Discussions were held to compare the Italian and Latvian school curricula with the Swedish curriculum, specifically focusing on approaches to physical activity, outdoor environments, and the integration of students with varying abilities. Understanding the pedagogical methods of these countries enabled us to identify best practices and potentially transferable ideas, contributing to a more diverse perspective on education enriched by international insights. A crucial aspect of our objective was to measure and enhance our students' overall health and well-being through health surveys. Analyzing the survey results provided insights into students' current health conditions and attitudes toward physical activity, forming the basis for adapting efforts and teaching methods to better meet their needs and increase motivation for physical activity.



Our aspirations extended beyond the classroom, aiming to inspire students to be active beyond school hours. Integrating fun and enticing activities within the school environment and providing opportunities for organized sports and recreation were strategies employed to cultivate a positive attitude toward physical activity beyond the traditional school day. The belief was that by making physical activity accessible and enjoyable, students would be motivated to maintain a healthy and active lifestyle outside of school.

Ultimately, we sought positive outcomes in preparing students for high school, aiming not only to improve their health and well-being but also to develop skills and traits transferable to their future education and careers. The vision was to create a holistic learning environment where students acquired academic knowledge while cultivating healthy habits and life skills. Through this project, we aimed to make a lasting difference in students' lives and future well-being.

In Daugavpils, the implementation of the project involved several key objectives. The primary goal was to promote physical activity in sports lessons, enhancing overall physical health, making lessons more interesting, and encouraging students to take charge of their physical and mental well-being. Secondly, the project aimed to foster better mental health among students by exposing them to different cultures and providing international experiences.

Thirdly, it sought to offer opportunities for students to acquire and enhance various skills through diverse sports and leisure activities, fostering teamwork, communication, leadership, and problem-solving skills crucial for personal growth and future success.

Lastly, the project aimed to challenge stereotypes and prejudices by bringing



together a diverse group of individuals through sports and leisure activities, promoting equal participation and opportunities for all. The overarching objective was to empower students to build self-confidence and develop life skills through their engagement in sports and leisure activities.

In Cervia, the objectives focused on achieving a high standard of European citizenship, collaboration, and reducing school dropouts. The project aimed to select learners with social difficulties who could benefit from the project and disseminate their improved conditions within the organization. The emphasis was on creating a supportive and inclusive environment to address social challenges, fostering a sense of European citizenship and collaboration while contributing to reducing dropout rates.

In summary, the collective objectives across Vänersborg, Daugavpils, and Cervia encompassed a multifaceted approach to improving students' overall well-being, promoting physical activity, fostering international experiences, developing crucial life skills, and creating inclusive and supportive educational environments. The projects were designed to have a lasting impact on students' lives and contribute to their holistic development.

3. Results

The results of the project have been clear and rewarding, indicating a positive impact on students' physical activity, health, and well-being. During the project period, many of the participants began engaging in some form of physical activity, such as becoming a basketball coach for Vänersborg students after school or starting gym workouts. This marked a significant achievement, confirming the project's success in inspiring and motivating students towards a more active lifestyle.

Notably, teachers in Sweden observed a change in students' energy levels and alertness, reinforcing the connection between physical activity and increased well-being a primary project goal. This change was evident not only in students' behavior but also in their overall health, affirming the project's positive influence.

In terms of academic performance, results varied but were generally positive. Some students get slightly better scores and others get lower scores than at the project's outset. Importantly, these results reflect not only academic performance but may be influenced by various factors.

Despite not all students achieving higher grades, the outcomes suggest a positive impact on their overall school experience. An interesting observation from repeated health surveys was that Swedish students expressed increased stress, particularly related to national exams. However, interviews with the school nurse revealed that students actually felt more energized and better. This emphasizes the importance of using diverse methods to measure and understand students' well-being and stress levels, indicating that surveys may not always capture the complete picture.

Students themselves expressed overwhelming appreciation for the project. They not only gained new experiences in physical activity, including exposure to Paralympic sports and horseback riding, but also formed new friendships with students from other countries. These international relationships and memories will be valuable and enriching for their life experiences. A significant insight conveyed by students was their increased appreciation for the Swedish school environment and resources available for physical activity. This not only highlights the project's local impact but also its global aspect by creating awareness and appreciation for different school cultures and available resources.

In summary, the IMTI project successfully promoted physical activity, increased well-being, and international collaboration. The results indicate concrete improvements in students' engagement in physical activity, providing unmistakable evidence that the project's overarching goals have been achieved with positive and lasting consequences for students' health and education. Reflections on the mobility experience in Sweden was a rich learning experience. The visit to Vänersborg provided insights into Swedish culture and inclusive education methods. The inclusive learning process was effectively demonstrated through sports and educational outdoor activities, fostering cultural exchange and collaborative learning experiences.

During the mobility, students and teachers engaged in various activities, including team parasport games, swimming lessons, aerobic exercises, and cooperative directed activities. The experience allowed students to immerse themselves in Swedish culture, educational practices, and daily life. Noteworthy activities included a hike in Hunneberg, a visit to the hunting museum, and participation in sports activities near the school.

The mobility also included a movie night, creating opportunities for cultural immersion and camaraderie. The students expressed gratitude for the chance to travel to other countries, learn about different cultures and traditions, and make new friends. The Erasmus+ project facilitated language practice and contributed to broadening their horizons.

The active engagement of students in the learning process displayed their curiosity about other countries culture and inclusive education. The collaboration and friendships formed during the mobility emphasized the positive impact of international educational projects, highlighting the importance of mutual understanding, teamwork, and lifelong learning.

The mobility in Italy, within the framework of the Erasmus+ project "Increased Movement Towards Inclusion – IMTI," involved the learning activities in Italy focused on attracting young people to engage in sports, offering a new adventure each day. Activities included a bike ride to the Italian school, a boat ride on the salt canal, and various team sports games. Students not only played sports but also experienced Italian culture, visited the salt museum, learned Latin American dance steps, and enjoyed an Italian folklore show.



The mobility allowed students to represent this project on an international platform, showcasing a commitment to promoting physical and mental well-being. The students actively participated in sports and cultural activities, enhancing their skills, and fostering a sporty lifestyle. The immersion in an international setting provided an excellent opportunity to improve English language skills and gain a deeper understanding of Italian culture.

The project successfully facilitated a rich cultural exchange, introducing students to Italian culture, language, and traditions. The emphasis on team sports and leisure activities promoted inclusivity and collaboration, aligning with the project's goal of creating an inclusive school environment.

In conclusion, the mobility experiences in Sweden, Italy and Latvia were valuable in achieving the goals of the Erasmus+ project, fostering cultural exchange, promoting physical activity, and enhancing the well-being of participating students. The collaborative efforts and positive outcomes displayed the effectiveness of international educational projects in creating inclusive and enriching learning environments.

What are the concrete outcomes and achievements of your project, and how do they link back to the project objectives? Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

The project, involving Vänersborg, Cervia, and Daugavpils, has yielded tangible outcomes, aligning closely with its objectives. The focus was on promoting physical activity, enhancing well-being, and fostering international collaboration. Each school has contributed unique perspectives, enriching the overall project experience.



Vänersborg project results affirm its success in inspiring students to embrace a more active lifestyle. Notably, all participants engaged in various physical activities, with some becoming basketball coaches or starting gym workouts. Teachers observed increased energy levels among students, indicating a positive connection between physical activity and overall well-being.

In terms of academic performance, while results varied, the overall impact on the students' school experience was positive. Stress levels, despite a slight increase during national exams, did not diminish the students' sense of well-being. The project also succeeded in fostering international friendships and creating an appreciation for diverse school cultures and resources.

The project's fundamental goal of promoting physical activity was achieved, with students becoming catalysts for increased activity within the school community. Additionally, there was an unexpected positive impact on students' interest in various physical activities outside the structured school environment, indicating a transfer of healthy habits into daily life.

Daugavpils' mobility experience showcased the successful realization of the project's objectives. Students and teachers engaged in inclusive learning processes, experiencing cultural immersion and participating in various sports and outdoor activities. The collaboration and friendships formed during the mobility emphasized the positive impact of international educational projects, fostering mutual understanding and teamwork.

The project achieved its goal of providing an inclusive education environment through sports and leisure activities. The engagement of students in various activities, from team sports to cultural experiences, demonstrated the success of the mobility in achieving its objectives. The positive reflections and expressions of gratitude from the participants underscored the enriching impact on their lives.

Cervia's actions focused on improving individual and group skills, fostering an experience in natural environments, and encouraging learners to listen to their bodies. The emphasis on space and time variants, non-verbal communication, movement, and sports language contributed to achieving the project's objectives.



The engagement of students from Daugavpils and Cervia in the learning process highlighted the success of the mobility experiences. The Italian school effectively facilitated a rich cultural exchange, introducing students to Italian culture, language, and traditions. The emphasis on team sports and leisure activities aligned with the project's goal of creating an inclusive school environment.

Overall Achievements and Exceeding Expectations: The project achieved its overarching goals successfully. There was a significant increase in students' physical activity, fostering an active lifestyle. The positive impact extended beyond the structured school environment, influencing spontaneous physical activity in students' daily lives. The project's focus on well-being resulted in an improved overall sense of well-being, despite some stress during national exams.

While addressing stress levels was an initial objective, the project's positive impact on overall well-being was notable. Participants expressed an increased awareness of healthy eating habits and a sense of purpose in life. The unexpected achievement was students' enhanced willingness to participate in various activities if they were cost-free and more accessible.

The collaboration among the three schools further reinforced the project's success. Involving students and teaching staff from all schools facilitated cross-cultural learning, fostering diversity and inclusion. The events organized by each school allowed for the showcasing of unique sports or activities, contributing to a rich cultural exchange.

While all objectives were met, an exception was the eTwinning project, which faced challenges due to platform changes. However, ongoing training aims to address this in future projects. A remarkable achievement was the participants' enthusiasm, translating into a willingness to engage in new Erasmus+ projects and a heightened curiosity about other European countries.

In conclusion, the project has been an unequivocal success, achieving its primary objectives and bringing about positive outcomes that exceeded initial expectations. The collaboration among Vänersborg, Cervia, and Daugavpils has not only enriched the experiences of the participating students and teachers but has also laid a strong foundation for future international educational initiatives. The lasting impact on students' lifestyles, well-being, and curiosity about different cultures demonstrates the enduring success of the project.

In what way was the project innovative and/or complementary to other projects already carried out? Please describe how the needs of the identified target groups were addressed and what were the benefits of cooperating with transnational partners.

The project distinguished itself through innovative methodologies and a meticulous participant selection process, involving Vänersborg, Cervia, and Daugavpils. The project's unique features and strategic participant selection addressed the specific needs of the target groups, offering diverse benefits through transnational collaboration.

The project's innovative aspect began with a careful participant selection process. By applying well-defined and meaningful criteria, the project identified and chose 15-year-old students, targeting a crucial age group where lifestyle habits and academic performances become influential. This strategic focus allowed the project to tailor interventions to meet the specific needs and challenges of this age group.

Another vital aspect of the selection process was the inclusion of students from varied socio-economic backgrounds and ethnicities. Recognizing the impact of socio-economic factors and cultural backgrounds on students' perspectives on health and accessibility to activities, the project aimed for diversity within the participant group. This diversity-oriented approach strengthened the project's ability to design interventions that were relevant and inclusive for all.

The project intentionally selected participants who were not physically active during their leisure time. This criterion aimed to reach students who might not have already established positive habits regarding physical activity outside of school. Focusing on this group allowed the project to maximize its impact by introducing and promoting new health-promoting behaviors.

Grades and academic performance were additional crucial factors in the selection process. The project targeted students with room for improvement in grades, strategically choosing those with the potential to qualify for high school. This approach aimed not only to enhance their physical health but also to contribute to their academic success. Integrating health-promoting activities into the project created a holistic intervention addressing multiple aspects of students' lives.

A central criterion for participant selection was their current well-being. By including students currently experiencing suboptimal well-being, the project had the opportunity to make a real

difference and positively impact their overall quality of life. This criterion underscored the project's social responsibility and its commitment to supporting students in need.

The project innovatively integrated physical activities and sports within an inclusive educational framework. It emphasized not only physical well-being but also social, cultural, and environmental dimensions. This holistic approach distinguished the project from conventional initiatives solely focused on physical health.

The project leveraged insights and experiences from past initiatives related to sports, physical education, and inclusive education. This continuous learning process ensured ongoing improvement and expansion of knowledge, allowing the project to build upon successful elements from previous projects. Teachers benefitted from professional development opportunities through exposure to innovative teaching methods and practices from other countries. This aspect enhanced their teaching capabilities and approaches, contributing to a more enriched educational experience for the students.

Collaboration with transnational partners brought diverse perspectives, approaches, and expertise to the project. The exchange of ideas and practices enriched the project's outcomes and provided a more comprehensive learning experience for both students and teachers.

Establishing connections with transnational partners not only enhanced the current project but also created opportunities for future collaborations. The shared experiences and insights paved the way for ongoing cooperation, fostering a network of educators and students across borders.

The project effectively addressed the needs of the identified target groups by tailoring interventions to the specific characteristics and challenges of 15-year-old students. The holistic approach, incorporating diverse criteria for participant selection, ensured that the project reached and positively impacted students who needed support the most.

The benefits of transnational collaboration were manifold. The project introduced innovative elements that were a first for the organization, broadening its scope and contributing to continuous improvement. The exchange of experiences and methodologies with transnational partners enhanced the professional development of teachers and created a positive learning environment for students. The challenge of communicating in English during transnational collaboration was met with a positive attitude, fostering a sense of achievement and improved language skills.

In conclusion, the project's innovation lay not only in its methodologies and holistic approach but also in its careful participant selection. The transnational collaboration added significant value, bringing diverse perspectives and enriching the overall project experience. The continuous learning from past initiatives and the establishment of connections for future collaborations underscored the project's commitment to excellence and sustainability in promoting well-being among students.

4. Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.