

Abschlussbericht | Slutrapport

DE: Diese Word-Version des Abschlussberichtsformulars kann zur Vorbereitung des Berichts verwendet werden, der Bericht muss jedoch formell über das Datenaustauschsystem des Programms eingereicht werden. In den Abschlussberichten muss auf Deutsch, Dänisch oder Englisch berichtet werden. Die angegebene Zeichenbegrenzung schließt Leerzeichen ein und gilt pro Sprache.

DK: Til forberedelse af slutrapporten kan denne word-version anvendes, men rapporten skal formelt indsendes via programmets dataudvekslingssystem. Slutrapporterne skal skrives på dansk, tysk eller engelsk. Den angivne tegnbegrænsning er inkl. mellemrum.

1. Projektdaten Projektoplysninger	
Projektname Projekt navn	MYRE DK-DE
Projektstart	01.01.2024
Projektende Projektetafslutning	31.12.2024
Priorität Prioritet	3.1. Ausbildung / Uddannelse
Spezifisches Ziel Specifikt mål	1.1.1.b
Leadpartner	Svendborg Erhvervsskole og Gymnasier
Berichtszeitraum Afrapporteringsperiode	31.12.2024 – 24.02.2025
Website	sesg.dk

2. Kontaktdaten der für den Bericht verantwortlichen Person Kontaktoplysninger på den person, der er ansvarlig for rapporten	
Vorname Fornavn	Søren Jan
Nachname Efternavn	Rasmussen
E-Mail E-mail	sjr@sesg.dk
Telefon	0045 72225804

3. Teilziel und Meilensteine Delmål og milepæle	
Bitte geben Sie an, inwieweit die Teilziele und Meilensteine während der Projektperiode antragsgemäß durchgeführt wurden. Angiv i hvilket omfang delmålene og milepælene er blevet gennemført som beskrevet i ansøgningen i løbet af projektperioden.	
Teilziel 1 Delmål 1	Auswahl Udvalg: - Teilziel ist antragsgemäß abgeschlossen Delmål er afsluttet i henhold til ansøgningen: [] - Teilziel konnte nicht antragsgemäß durchgeführt werden (Bitte unten erläutern) Kunne ikke gennemføres i henhold til ansøgningen (udby nedenfor): []

	Auswahl Udvalg:
Meilenstein 1 Milepæl 1	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 2 Milepæl 2	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 3 Milepæl 3	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 4 Milepæl 4	Erfüllt Opnået: [] Nicht Erfüllt Ikke opnået: [x]
Sofern zutreffend: Erläuterung zu den Herausforderungen und Hindernissen bei der Projektdurchführung in der Projektperiode Hvis relevant: Uddybning af udfordringerne og forhindringerne i forbindelse med projektgennemførelsen i projektperioden.	
<i>Bitte erläutern Sie für jedes zeitlich und inhaltlich nicht antragsgemäß durchgeführte Teilziel und die zugehörigen nicht erfüllten Meilensteine die Gründe, die zu der Nichterfüllung geführt haben, und welche Maßnahmen ergriffen wurden, um die Verspätung im Projekt aufzuholen.</i> <i>Sofern zutreffend, erläutern Sie darüber hinaus allgemeine Herausforderungen und Hindernisse, die sich auf die Durchführung des Projekts ausgewirkt haben und wie mit diesen umgegangen wurde. Uddyb for hvert gennemført delmål og de dertil hørende milepæle der tidsmæssig og indholdsvis afviger fra ansøgningen, hvilke årsager som har ført til manglende opnåelse, og hvilke tiltag der blev iværksat for at indhente forsinkelsen. Hvis relevant: Uddyb endvidere hvilke generelle udfordringer og forhindringer, der har påvirket projektets gennemførelse, og hvordan der blev reageret på disse.</i>	
2.500 Zeichen 2.500 tegn ad MS4) MS4 was an intentional milestone and would have been realized, if local innovation work in Denmark would have been ready for this during the project: <i>“MS4 is intended only (dependent on innovation work in Denmark, Dec. 2023). If applicable, 3 teaching modules from MYRE DK-DE will be applied to a MOOC, Oct. 2024, and a cross-national test will be conducted in Feb. 2025.”</i> (extract from application MYRE DK-DE, D1). However, MYRE DK-DE resulted in materials to an upcoming MOOC work at P1 SDU. As intended, 3 of the 13 teaching modules from MYRE DK-DE were chosen to be applied to an upcoming MOOC-series production, exemplifying 3 different MOOCs. The modules are: a) “XR in health education” to illustrate a planned MOOC about tech-didactics in the education chain, alternatively “Girls’ Day with robotics” or “Electric gokarts and Kinematics” b) “AI-supported tools in marketing” to illustrate a planned MOOC about ‘AI as a learning partner’ c) “Across borders: Digital learning” to illustrate a planned MOOC about teaching modules in the education chain and across country borders	

3.1 Nur für Teilziel 1 | Kun for delmål 1: - Project management

Bitte beschreiben Sie kurz, wie die Zusammenarbeit in der Partnerschaft im gesamten Projektzeitraum verlaufen ist und wie etwaige Netzwerkpartner in das Projekt einbezogen wurden | Beskriv kortfattet, hvordan samarbejdet mellem partnerne i projektet samlet er forløbet og hvordan eventuelle netværkspartnerne blev inddraget i projektet.

2.000 Zeichen | 2.000 tegn

Collaboration in the project took place both a) cross-nationally and b) in the local 'education chains' across educational levels and sectors.

Ad a) Cross-national collaboration was framed during 2 physical network meetings for all partners, during 4 physical and virtual workshops optional for the partners, during monthly virtual steering group meetings, during 2 final events, and in bilateral virtual interaction between teachers from Kiel and Svendborg.

The network partners had active roles in the local teaching modules:

- DK HHX Svendborg & Haahrs [“AI supported tools for business development”](#) – Oct.-Nov. 2024
- DK SDU & UCL [“XR in health education”](#) – Feb. 2024
- DK HTX Svendborg & Haahrs [“Electric gokarts and Kinematics”](#) – May 2024
- DE RBZ Kiel & Gemeinschaftsschule [“Girls’ Day with Robotics”](#) – Jan. 2024
- DE RBZ Kiel & Fachhochschule Kiel [“AR-illustrated posters: renewable energies”](#) – Feb./March 24

Furthermore, German network partner Fachhochschule Kiel contributed with a presentation to the final event in Kiel, while Danish network partner UCL participated in the final event in Odense.

Falls vorhanden: Ergebnisse von projekteigenen Evaluierungen | Hvis det foreligger: Resultater af projektets egne evalueringer

Falls vorhanden: Beschreiben Sie zusammenfassend Ergebnisse aus projekteigenen Evaluationen. | Hvis det foreligger: Beskriv sammenfattende resultaterne af projektets egne evalueringer.

1.500 Zeichen | 1.500 tegn

Own evaluations were undertaken in steering group meetings, based on feedback from the teachers and their suggestions. Furthermore, discussions at network meetings and workshops promoted the project members' co-influence on the project activities, such as the content of the tech workshops and cross-national planning of joint teaching modules.

The feedback referred to the joint project activities, communication, and professional focus fields. As to the agile project concept, adjustments were undertaken, and new goals could be agreed upon:

- Clarification of terms and misunderstandings
- Process for the design of the follow-up project MYREcross

Eine Auswahl von Nachweisen zu den Maßnahmen der Öffentlichkeitsarbeit aus der Projektperiode soll hier hochgeladen werden. Laden Sie darüber hinaus nach Möglichkeit auch zusätzliches Bild- und Textmaterial wie z. B. aussagekräftige Fotos oder Presseberichte aus dem Projektverlauf hoch, die vom Interreg-Programm für die Öffentlichkeitsarbeit des Programms genutzt werden können. | Her uploades et udvalg, som dokumenterer tiltag til offentlighedsarbejdet i projektperioden. Upload også meget gerne yderligere billed- og tekstmateriale fra projektet, som er velegnet til brug for programmets offentlighedsarbejde.

Project website	myre.tech	With results: - 13 teaching modules, - Evaluation results , among them 10 new practices - The new didactic model ‘DigiDiactics’ - Extracts from dissemination
Presentation and exhibition at Forum Bildung Digitalisierung 2024 , Berlin	Cross-national co-creation of infostand, presence and presentations at the	Resulted in cross-national dialogues between students

	conference by students, teachers, and managers. Prepared as a cross-national teaching module.	and between teachers and plns for continued collaboration. Dialogues with school heads, researchers, and educational civil servants.
Science Days, Kiel, 27 th Sept. 24	Interactive infostand with students' presentations of their learning products from MYRE DK-DE	Resulted in visitors' interaction with students and sign-up of students to study line Business Informatics at RBZ Wirtschaft Kiel
Webinar "AI for language training"	For 25 teachers from Mid-Jutland, Denmark, conducted by 2 teachers from Svendborg Erhvervsgymnasier	Resulted in new teaching module at SDU (Nov. 2024), as well as a teaching module at Jordbrugets Uddannelses-Center Aarhus (March 2025)
2 final cross-national events: in Odense 13 th Nov. 24, respectively in Kiel 21 st Nov. 24	Included project members, stakeholders, network partners, and potential MYREcross partners	Resulted in commitment of new partners for follow-up project MYREcross, as well as new network partners. Additionally, 8 educational experts from SHIBB (Kiel) will come for a study visit to Svendborg and Odense, 26-27 May 2025.
Flyers in German and Danish	Flyers about the follow-up project MYREcross in German and in Danish. Infograph about the teaching modules produced.	Distributed at the final events and to stakeholders. For download from the website myre.tech.
Oversize posters and roll-ups of the tech-didactic models ROBOdidactics and DigiDidactics	In Danish and translated to German and English. PDFs available.	Used in network meetings, at partner organizations, at final events, in public conferences, and distributed to other schools
4 articles in local educational newspaper, Kiel	About 4 different MYRE DK-DE teaching modules, published in Der Ravensberger	Local interest from teachers and from stakeholders
Research articles, presentations and podcasts	1) "Teaching modules utilizing Emerging Technologies across educational levels and sectors" (Lamscheck-Nielsen and Majgaard, Dec. 2024), including AI-generated podcast (Jan. 25) 2) Podcast (Nov. 2024) of „XR for teaching and learning: Design reflection illustrated by student projects" (Majgaard and Lyk, 2023)	All Available from the MYRE website here. Ad 1) To be presented at INTED2025, 5 th March 2025, Valencia, and published in the proceedings of the conference. after INTED 2025.

	3) Majgaard, G. (2024). "A Pilot Study: Engineering Students use Generative AI to Support the Development of Playful Educational Technology", Proceedings of the 18th European Conference on Games Based Learning (s. 590-597). Academic Conferences and Publishing International.	
SoMe (LinkedIn, Facebook IT-lærer) and infoletters	Interim and final results published	Interest from Danish educational experts and participation in the cross-national Network meeting #2 in Svendborg. Teaching modules adopted in other parts of Denmark.

3.2-5 Teilziele 2-5 Delmål 2-5 – Quality and evaluations	
	Auswahl Udvalg:
Meilenstein 1 Milepæl 1	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 2 Milepæl 2	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 3 Milepæl 3	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 4 Milepæl 4	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 5 Milepæl 5	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Sofern zutreffend: Erläuterung zu den Herausforderungen und Hindernissen bei der Projektdurchführung in der Projektperiode Hvis relevant: Uddyb udfordringer og forhindringer i forbindelse med projektgennemførelsen af projektet	
<i>Bitte erläutern Sie für jedes zeitlich und Inhaltlich nicht antragsgemäß durchgeführte Teilziel und die zugehörigen nicht erfüllten Meilensteine die Gründe, die zu der Nichterfüllung geführt haben, Sofern zutreffend, erläutern Sie darüber hinaus allgemeine Herausforderungen und Hindernisse, die sich auf die Durchführung des Projekts ausgewirkt haben und wie mit diesen umgegangen wurde. Uddyb for hvert gennemført delmål og de dertil hørende milepæle der tidsmæssig og indholdsvis afviger fra ansøgningen, hvilke årsager som har ført til manglende opnåelse Hvis relevant: Uddyb endvidere hvilke generelle udfordringer og forhindringer, der har påvirket projektets gennemførelse og hvordan der blev reageret på disse.</i>	
2.500 Zeichen 2.500 tegn Some minor delays and practical adjustments have been undertaken: Ad MS1: Published in January 2025 (instead of December 2024). Ad MS2, MS3, MS4: Published in October 2024 (instead of September 2024). Ad MS5: Documentation is available through presentations rather than meeting minutes.	

3.3-5 Teilziele 3-5 | Delmål 3-5 - Exchange and collaboration DE-DK: network meetings and workshops

	Auswahl Udvalg:
Meilenstein 1 Milepæl 1	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 2 Milepæl 2	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 3 Milepæl 3	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []

Sofern zutreffend: Erläuterung zu den Herausforderungen und Hindernissen bei der Projektdurchführung in der Projektperiode | Hvis relevant: Uddyb udfordringer og forhindringer i forbindelse med projektgennemførelsen af projektet

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2.500 Zeichen | 2.500 tegn

Ad MS1) The meetings were originally planned to include “2 network meetings for all participants, 4 tech workshops with optional participation, and 4 steering group meetings.”

Instead, the meetings comprised the following:

- 2 network meetings for all participants
- 3 tech workshops
- 1 didactic workshop with optional participation
- 8 steering group meetings

Documentation for these meetings is available in the form of published agendas, presentations, and meeting notes.

The optional tech workshops were adapted to accommodate the diverse technological needs of the partners. While the German partners primarily focused on robotics and the Metaverse, the Danish partners prioritized artificial intelligence (AI) for exploration. These differing priorities appear to stem from the general Danish approach of rapidly adopting new technologies, whereas the German partner school was restricted from using generative AI tools. However, the German partners demonstrated strong interest in robotics, providing an overlap in interests with the Danish partners.

The agile nature of the project allowed for meaningful adjustments to be made. The workshops proceeded as follows:

- **Tech Workshop I** (physical): Focused on [maritime technologies](#) and held in conjunction with Network Meeting #2.
- **Tech Workshop II** (virtual): Focused on [AI-tools](#), primarily for the Danish participants, including teachers from other parts of Denmark. Meanwhile, the German partner’s management and IT-experts were introduced to Svendborg Erhvervsgymnasier’s innovative AI strategy.
- **Tech Workshop III** (cross-national, physical): Transformed into a physical [tech-didactic workshop](#) (from a virtual workshop), integrating discussions on Digital Literacy and Digital Production.
- **Tech Workshop IV**: Originally planned to cover [The Metaverse](#), it was replaced by a lecture from an SDU lecturer and a podcasted research article distributed to all project members.

In addition, local technological teacher empowerment initiatives were organized:
 In Svendborg, an additional local tech workshop on AI-generated interactive avatars was conducted (14th Oct. 2024).
 In Kiel, experiments with underwater drones were carried out in the Kieler Förde (Oct.-Nov. 2024) and presented at the final DE event, 21st Nov.

The number of steering group meetings was increased to 8, as these meetings proved to be highly valuable forums for adjusting MYRE DK-DE and planning future steps for MYREcross.

3.4-5 Teilziele 3-5 | Delmål 4-5 - Production of teaching modules and didactics

	Auswahl Udvalg:
Meilenstein 1 Milepæl 1	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 2 Milepæl 2	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 3 Milepæl 3	Erfüllt Opnået: [] Nicht Erfüllt Ikke opnået: [x]
Meilenstein 4 Milepæl 4	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 5 Milepæl 5	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []

Sofern zutreffend: Erläuterung zu den Herausforderungen und Hindernissen bei der Projektdurchführung in der Projektperiode | Hvis relevant: Uddyb udfordringer og forhindringer i forbindelse med projektgennemførelsen af projektet

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2.500 Zeichen | 2.500 tegn

Ad MS1) A total of 13 teaching modules were designed, of which 12 were implemented, and several were executed as second iterations. This exceeds the initially intended 10 modules. All modules have been exchanged on, [described, and published](#).

Ad MS 2, 3, 4) To ensure the intended total of 10 modules, each of the 3 partners aimed to develop and implement 4 modules (resulting in a total of 12 modules), mitigating the risk of potential failures. One of the modules was not mature enough for implementation. However, it has been documented, published, and is considered relevant for further development in the future.

Ad MS3) During the second network meeting in May, it was noted that the final target of 10 modules would be exceeded. Instead of delivering 4 teaching modules, SDU's contribution was reduced to 3 modules. Consequently, the steering group reallocated resources from MS3 to enhance and expand milestones in other work packages. Resources were particularly allocated to:

- D3 MS1: transformation of a virtual workshop into a personal workshop in Kiel, 19th Sept. 24

- D5 MS2: research paper with podcast
- D5 MS5: extended during the project, as the deadline for the application of the follow-up project was moved forward by Interreg from April 2025 to January 2025.

3.5-5 Teilziele 5-5 | Delmål 5-5 - Documentation & follow up project

	Auswahl Udvalg:
Meilenstein 1 Milepæl 1	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 2 Milepæl 2	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 3 Milepæl 3	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 4 Milepæl 4	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 5 Milepæl 5	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 6 Milepæl 6	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []
Meilenstein 7 Milepæl 7	Erfüllt Opnået: [x] Nicht Erfüllt Ikke opnået: []

Sofern zutreffend: Erläuterung zu den Herausforderungen und Hindernissen bei der Projektdurchführung in der Projektperiode | Hvis relevant: Uddyb udfordringer og forhindringer i forbindelse med projektgennemførelsen af projektet

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2.500 Zeichen | 2.500 tegn

Ad MS2) The research process for the transformation of the model ROBODidactics to 'DigiDidactics' is described at myre.tech. The model is included in the research article (D1), which will be presented at INTED2025 (International Technology, Education and Development Conference). The article is supplemented with a podcast.

Ad MS3 and MS4) MYRE DK-DE has resulted in a well-composed partnership for the follow up project MYREcross. The acquisition of the new partners was more difficult and comprehensive than estimated.

The full project organization in MYREcross covers a broad scope across the educational chain. 10 financial partners are committed to MYREcross, and 24 network partners aim to contribute actively.

The geographical range spans the entire program region: Schleswig-Holstein with partners in the east (Kiel), central (Neumünster), and northwest (Niebüll and the islands), as well as Zealand (Slagelse with outreach to the school's 8 other locations), South, East, and North Funen, and Southern Jutland.

SDU is involved with 2 units: SDU University Pedagogy and SDU Faculty of Engineering. Due to program-technical requirements from Interreg, the 2 units are listed as one partner organization.

We had contacted several additional potential partners, including vocational colleges and high schools in Lübeck, Plön, Bad Segeberg, Kiel, Kolding, Fredericia, and Grindsted. A school-focused communication unit from Christian Albrechts University in Kiel had to withdraw late in the process as a financial partner due to the university's Interreg-related obstacles. Other Southern Danish partners from the health and maritime sectors had also been also approached.

Ad MS5) The preponing of the deadline for the application to 13th Jan. 2025 caused a major time pressure. Thus, MYRE DK-DE had to result in a full application, not only a drafted work paper, as intended. Especially the project management invested extra resources, but also SDU and RBZ Wirtschaft Kiel were deeply involved.

Ad MS6 and MS7) Both final events were conducted in November instead of October, due to the preponed application deadline for the follow-up project. By postponing the final events, the invited future partners could at the same time be presented for the final results of MYRE DK-DE and included in concrete planning of the future joint project MYREcross.

4.1 Outputindikatoren | Outputindikatorer

Bitte geben Sie die Indikatorenwerte an, die Ihr Projekt in der Projektperiode erreicht hat. | Angiv de indikatorværdier som jeres projekt har opnået i projektperioden.

Indikator	Zielwert insgesamt Samlet målværdi	Insgesamt erreicht Opnået samlet
RCO 81: Teilnehmer in gemeinsamen grenzübergreifenden Aktivitäten Deltagere i fælles grænseoverskridende aktiviteter	80	71
RCO 83: Gemeinsam entwickelte Strategien und Aktionspläne Strategier og handlingsplaner udviklet i fællesskab	1	1
RCO 84: Pilot Actions, die in Projekten gemeinsam entwickelt und implementiert wurden Pilotaktiviteter, der er udviklet i fællesskab og er blevet implementeret i projekter	(not relevant for PKP)	1 cross-national teaching module + inspiration from each other, having resulted in new local practice
RCO 116: Gemeinsam entwickelte Lösungen Løsninger, der er udviklet i fællesskab	(not relevant for PKP)	13
RCO 115: Gemeinsam organisierte grenzübergreifende öffentliche Veranstaltungen Grænseoverskridende	(not relevant for PKP)	1 final event in Odense with Danish and German participation, 1 final event in Kiel with Danish and German participation

offentlige arrangemente, der er afholdt i fællesskab		
Sofern zutreffend: Erläutern Sie Herausforderungen in Bezug auf die Erfüllung der Indikatoren. Hvis relevant: Uddyb udfordringerne i forhold til at opnå indikatorerne.		
2.000 Zeichen 2.000 tegn RCO 81 resulted in a somewhat lower key figure 71 than estimated (80). It was unforeseen before the project that it would be necessary to transform some of the cross-national tech workshops. Due to ongoing dialogues in the steering group, it became more relevant to design some of the workshops as local workshops according to specific local technological needs and choices (see D MS1). All cross-national and all local workshops were open to others than project partners, and others participated. In RCO 81, only the participants in the <i>cross-national</i> events and workshops are counted. Tech ws #1 (maritime): 13 Tech ws #3 (tech-didactics): 16 Final event DK: 16 Final event DE: 26 RCO 83: Didactic model, co-developed by the partners cross-nationally: Didactic model DigiDidactics RCO 116: 13 teaching modules, developed locally but with cross-national feedback and inspiration.		
Die für die Verifizierung der Indikatorwerte notwendigen Dokumente sollen hier hochgeladen werden. Dokumentation for verificering af indikatorværdierne skal uploades her.		

4.2 Ergebnisindikatoren | Resultatindikatorer

Bitte geben Sie die Indikatorenwerte an, die Ihr Projekt erreicht hat. | Angiv de indikatorværdier som jeres projekt har opnået.

Indikator	Zielwert insgesamt Samlet målværdi	Im Projekt erreicht Opnået i projektet
RCR85: Teilnehmer an gemeinsamen grenzübergreifenden Aktivitäten nach Projektabschluss RCR 85: Deltagere i fælles aktiviteter på tværs af grænserne efter projektafslutning	0	Hier kann im Abschlussbericht immer nur "0" stehen, da sich der Indikator auf das Jahr nach Projektende bezieht. Der kan i slutrapporten altid kun stå „0“ her, da indikatoren først vedrører året efter projektets afslutning.
RCR79: Gemeinsame Strategien und Aktionspläne, die von Organisationen aufgenommen wurden RCR 79: Fælles strategier og handlingsplaner, som organisationer har indført	(not relevant for PKP)	
RCR104: Lösungen, die von Organisationen umgesetzt	(not relevant for PKP)	

oder weiterentwickelt wurden RCR 104: Løsninger, som organisationer har implementeret eller videreudviklet		
Sofern zutreffend: Erläutern Sie Herausforderungen in Bezug auf die Erfüllung der Indikatoren. Hvis relevant: Uddyb udfordringerne i forhold til at opnå indikatorerne.		
2.000 Zeichen 2.000 tegn Not relevant		
Die für die Verifizierung der Indikatorwerte notwendigen Dokumente sollen hier hochgeladen werden. Dokumentation for verificering af indikatorværdierne skal uploades her.		

5. Horizontale Ziele | Horisontale principper

Bitte geben Sie an, welchen Beitrag das Projekt insgesamt zu den horizontalen Zielen geleistet hat. Beschreiben Sie den konkreten Beitrag/die konkreten Ergebnisse aus dem gesamten Projektzeitraum (d.h.: Geben Sie nicht nur den Antragstext wieder.) | Angiv hvilket bidrag projektet samlet har ydet til de horisontale mål. Beskriv de konkrete bidrag/konkrete resultater fra det samlede projektforløb (dvs. undgå kun at anføre teksten fra ansøgningen).

a) Nachhaltige Entwicklung (sozial, ökologisch, ökonomisch), darunter Klimaziele |
Bæredygtig udvikling (socialt, økologisk, økonomisk) – herunder klimamål

1.000 Zeichen | 1.000 tegn

Sustainability was an explicit theme in the core deliverables of MYRE DK-DE. The teaching modules were designed with a strong focus on the UN Sustainable Development Goals (SDGs) wherever relevant. Most modules integrated students' hands-on work with environmental or social goals.

Evaluations showed that students were able to reference the SDGs and incorporate aspects of them into their digital learning products. Across all levels, students utilized VR, AR, AI, 3D printing, and programming to create and reflect on technological learning products related to renewable energy (solar, water), electric transport, energy consumption, and health care processes. These experiences indicate significant potential for further exploration of emerging technologies in promoting sustainability.

Sustainability also got a key focus in the revision of the ROBODidactics model. A supportive guideline has already been initiated and will be further expanded and refined during the follow-up project MYREcross.

b) Gleichberechtigung und Nichtdiskriminierung – darunter Gleichstellung der Geschlechter. |
Lige muligheder og ikke-diskrimination - herunder ligestilling mellem kønnene.

1.000 Zeichen | 1.000 tegn

MYRE DK-DE had a secondary focus on gender-specific learning processes for girls, approached in an exploratory manner. Some teaching modules directly addressed this goal and demonstrated an immediate positive impact.

RBZ Wirtschaft Kiel and Svendborg HHX selected targeted female students for a cross-national module, which culminated in a joint stand at the Forum Bildung Digitalisierung 2024 in Berlin.

6 young women were given the opportunity to present to a broader audience of decision-makers in education. Their presence and presentations generated significant interest and great appreciation from the conference attendees.

In a cross-level teaching module, the 4 young German women became role models for upper primary school pupils. Following this module, RBZ Wirtschaft Kiel recorded a notable increase in the enrollment of girls in the traditionally male-dominated IT study line at the business high school. Similarly, the Danish female students went on to enroll in university programs focusing on economics with an IT emphasis.

c) Digitalisierung | Digitalisering

1.000 Zeichen / 1.000 tegn

The project focused on promoting digitalization in education with a conscious, critical, and proactive approach, emphasizing emerging technologies.

During the project, the partners applied some of the newest technologies, particularly AI tools. These included dominant large language models, critical and ethical reflections on their use, and more specialized tools, such as commercial content creators, film language translators, avatar creators, and podcast generators.

In addition, the partners experimented with VR and content development, AR, robotics, and new types of drones.

The tech-didactic model ROBODidactics was consistently applied across educational levels and across the country border. Evaluations indicated that the model served effectively as a shared framework, providing common reference points to support mutual understanding of each other's teaching processes.

The partners were also able to share methods and experiences through meetings, workshops, and events with other schools.

d) Sprache und Kultur | Sprog og kultur

1.000 Zeichen / 1.000 tegn

English was used as the primary language for communication throughout the project. However, participants' knowledge of each other's languages improved over time.

New technologies were employed to reduce language barriers. Generative AI provided quick raw translations of core documents and email exchanges. Students created personal avatars to communicate about themselves and their educational systems, while an avatar of the Danish headmaster was used to deliver speeches at German conferences.

Where possible and GDPR-compliant, materials from the teaching modules were exchanged and published in Danish, with general descriptions available in English. The German partner was more cautious about their publication due to the extensive permissions required for involving individuals.

Both professional and everyday conversations in German and Danish became a natural and important part of the personal interactions, further enriching the exchange.

6. Beitrag zur Ostseeraumstrategie | Bidrag til Østersøstrategien

Bitte geben Sie an, welchen Beitrag das Projekt insgesamt zur Ostseeraumstrategie geleistet hat. Beschreiben Sie den konkreten Beitrag/die konkreten Ergebnisse aus dem gesamten Projektzeitraum (d.h.: Geben Sie nicht nur den Antragstext wieder.) | Angiv hvilket bidrag projektet samlet har ydet til Østersøstrategien. Beskriv de konkrete bidrag/konkrete resultater fra det samlede projektforsløb (dvs. undgå kun at anføre teksten fra ansøgningen).

1.000 Zeichen / 1.000 tegn

MYRE DK-DE has explored the potential cross-national benefits of introducing young people to emerging technologies and their impact on society.

Teaching modules and applied didactics originated locally, drawing on cross-national inspiration and mutual reviews. Subjects such as Informatics, Physics, and Biology, as well as German, Economics, and Entrepreneurship, served as frameworks for integrating new technologies. In particular, project partners and their local networks examined the commercial aspects in this context.

The schools placed a strong emphasis on digital literacy. More than 450 students developed a critical and ethical awareness of new technologies while enhancing their technological actionability. The UN SDGs played a key role, as students linked the benefits and drawbacks of new technologies to their environmental and social impacts.

Finally, teachers supported students' career learning within local 'education chains,' bridging different educational levels and sectors.

7.1 Zusammenfassende Darstellung | Sammenfatning

Beschreiben Sie zusammenfassend die ursprüngliche gemeinsame Herausforderung und die Notwendigkeit, das Projekt in einem deutsch-dänischen Kontext. Beschreiben Sie zudem zusammenfassend das Ergebnis der gemeinsamen Herangehensweise/Methode oder Lösung. Formulieren Sie die Zusammenfassung möglichst für jedermann verständlich und verzichten Sie auf Fachbegriffe (Die Interreg-Administration nutzt Ihre Zusammenfassung wiederum im Rahmen der Öffentlichkeitsarbeit des Programms).

Beskriv sammenfattende de oprindelige fælles udfordringer, der dannede grundlag for jeres projekt samt nødvendigheden af at gennemføre projektet i en dansk - tysk kontekst. Beskriv også sammenfattende resultatet af den fælles tilgang / metode eller løsning.

Sammenfatningen skal være formuleret, så den er forståelig for alle og uden tekniske udtryk (Interreg-administrationen benytter jeres sammenfatning som en del af programmets offentlighedsarbejde):

3.500 Zeichen / 3.500 tegn

The cross-border project MYRE DK-DE aimed to address pressing global technological megatrends that manifest locally and require local educational solutions. While excellent European and national initiatives exist, they can often feel distant from everyday practice, where solutions are frequently developed on an ad hoc basis, leading to a vulnerable and reactive approach.

To enforce educational institutions, MYRE DK-DE established a cross-national forum for exchanging experiences in teaching with digital production. Mutual inspiration was the driving force, and a shared didactic framework facilitated communication and evaluations. This framework was further refined through cross-national collaboration during the project.

By including teachers and managers from different educational levels and sectors, the project explored the potential of emerging technologies such as artificial intelligence (AI), the metaverse, and robotics for educational purposes. While Denmark is highly digitalized, with both advantages and challenges, Germany's education system has been more cautious in its approach to digitalization. Both perspectives proved valuable and complemented each other. The Danish emphasis on technological actionability was challenged by the strong German focus on data security, while the German partners were inspired by the adaptability and rapid IT integration of the Danish system.

In both countries, students worked with virtual technologies, AI, 3D printing, and programming to create and reflect on technological learning products related to renewable energy, electric transport, energy consumption, and healthcare processes. These experiences indicate significant potential for further exploration of emerging technologies in promoting sustainability.

All partners involved gained local benefits beyond the joint project goals. The 3 core partners—Vocational High School Svendborg, the University of Southern Denmark, and the Regional Vocational Center for Business Kiel—along with their local network partners, decided to continue their cooperation. Future collaboration will continued take place locally within their educational chains, cross-nationally through student exchanges, and within the framework of the large-scale German-Danish follow-up project MYREcross.

Through this network, cross-border awareness, and practice-based exchange help strengthen education in both regions. In the long term, the cross-national collaboration among teachers and managers enhances resilience and fosters a proactive approach to pedagogy in relation to emerging technologies.

7.2 Beschreiben Sie zusammenfassend, was Sie im Projekt erreicht haben:

- *Gehen Sie auf die konkreten Ergebnisse und Effekte ein, die insgesamt erreicht wurden, die unerwarteten positiven oder negativen Nebeneffekte. Nennen Sie insbesondere die Effekte, die z.B. für die Bürgere des Programmgebiets sichtbar sind.*
- *Erklären Sie, auf welche Weise diese Effekte sichtbar und im Programmgebiet spürbar sind und welchen Nutzen die verschiedenen Zielgruppen und insbesondere die Bürger haben.*

Beskriv sammenfattende, hvad der er opnået i projektet:

- *Beskriv de konkrete resultater og effekter, som samlet set blev opnået, de uventede positive eller negative sideeffekter. Beskriv især de effekter, som fx er synlige for borgerne i programområdet.*
- *Forklar hvordan disse effekter er synlige og mærkbare i programområdet og hvilken gavn de forskellige målgrupper og i særdeleshed borgerne har af disse.*

3.500 Zeichen / 3.500 tegn

MYRE DK-DE has resulted in 13 teaching modules featuring emerging technologies such as Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR), and robotics. These modules are well-documented, consistently structured, and published on the project website. More than 450 Danish and German students have participated in at least one of the modules.

The primary contributors included 23 teachers, lecturers, and managers from a Danish and a German vocational high school, as well as the University of Southern Denmark. These partners collaborated with educational network partners across various levels and sectors within their local education systems.

According to evaluations, the teaching modules have significantly enhanced students' learning and progression in their respective educational programs and subjects. The students created digital learning products such as avatars for smooth cross-border communication, posters with AR illustrations on renewable energy, AI-supported business plans, and video-documented explorations of the human body via Virtual Reality. These products enabled students to engage with emerging technologies in a personally relevant way, while the hands-on experiences provided valuable insights into the advantages and limitations of the technologies explored.

The teaching modules varied in subject matter, duration, number of students, and pedagogical methods. However, all modules were aligned with a shared didactic framework, and teachers exchanged ideas and inspired one another across the country border throughout the project.

Naturally, language barriers, legal differences, and cultural obstacles had to be overcome. However, through practice-based and practice-directed cooperation, the project successfully fostered growing mutual respect and a strong adaptation of each other's strengths and visions. Thus, 10 new practices could be identified, emerged from cross-national inspiration.

This cross-national collaboration ultimately led not only to a new joint tech-didactic model but also to a joint application for an extended cross-national project between educational institutions in German Schleswig-Holstein and the Danish regions of Southern Jutland, Funen, and Zealand. If

approved, this project, 'MYREcross,' involving 10 partners and 24 network partners, is set to launch in October 2025.

Meanwhile, personal interaction continues in more focused bilateral settings. Student exchanges are being planned, German experts have announced a study visit to Denmark, and the dissemination of results is ongoing through local networks.

7.3 Wie wird die Kooperation bzw. Partnerschaft nach Auslaufen der Förderung weitergeführt? Welche Maßnahmen zur Nachhaltigkeit und Verankerung der Projektergebnisse wurden getroffen?

- Beschreiben Sie hierbei zunächst die konkreten Planungen in Bezug auf die Ergebnisindikatoren bis zum Ergebnisbericht 9 Monate nach Projektende. Beziehen Sie dabei auch die Erwartungen in Bezug auf die Erfüllung der Indikatorenwerte mit ein.
- Gehen Sie dann auf die Institutionalisierung und Weiterführung von im Projekt etablierten Strukturen sowie die Weiternutzung von erreichten Ergebnissen und ggf. die Weiterführung der Homepage ein.
- Nennen Sie bitte ggf. die URL der Projekthomepage sowie die URLs auf denen Ihr Projekt in den Sozialen Medien (Facebook, Twitter, LinkedIn, Instagram) vertreten ist.

Hvordan videreføres samarbejdet eller partnerskabet efter udløb af støtteperioden? Hvilke tiltag er der foretaget med hensyn til bæredygtighed og forankring af projektsresultaterne?

- Beskriv først de konkrete planer med hensyn til resultatindikatorerne indtil resultatrapporten 9 måneder efter projektets afslutning og inddrag samtidig forventningerne til opfyldelse af indikatorværdierne.
- Dernæst skal I beskrive, hvordan projektets etablerede strukturer forankres og videreføres; hvordan de opnåede resultater fortsat skal anvendes samt hvordan evt. egen hjemmeside videreføres
- Angiv hvis relevant jeres projekthjemmesides URL samt de forskellige URLs, hvor jeres projekt optræder på de sociale medier (Facebook, Twitter, LinkedIn, Instagram).

3.500 Zeichen / 3.500 tegn

1) 9 months after, Sept. 2025

The partners will continue the collaboration with each other as well as extended to other partners.

- SESG, SDU and UCL will receive 8 experts from German SHIBB in May 26-27 2025 as a result from the final event in Kiel.
- SESG and RBZ Wirtschaft Kiel have initiated [a joint project application](#) (Region Syddanmark) for student exchange, with focus on German language skills, sustainability, and emerging technologies. To be started in August 2025.
- SDU continues the work with DigiDidactics in the framework of the university as well as the project MYRE midt. Teachers from SESG are involved for presentations of their MYRE-expertise in [bilateral](#) exchanges with the VET-colleges in the project.
- All MYRE DK-DE partners and network partners continue the collaboration in the framework of a joint application to Interreg. Bilateral dialogues with the SESG project management have been [ongoing](#) January-February. In case of approval, preparatory webmeetings for MYREcross will be conducted in Sept. 2025.

2) Sustainability of the project results

In each of the 3 partner institutions, follow-up activities and the planning of joint initiatives are ongoing. Meanwhile, the results are being utilized locally through strategic initiatives and continuous development.

For example, SESG has broadly implemented its new AI strategy, involving 39 HHX teachers in integrating AI-based teaching modules for all students at the business high school.

HTX Svendborg continues its work with VR for all students at technical high school.

SDU has conducted an experiment using AI tools from MYRE DK-DK, involving 35 students.

Additionally, the SDU Technical Faculty has established a new, long-term collaboration with the



university's Pedagogical Center.

RBZ Wirtschaft Kiel has acquired 2 underwater drones and 10 airborne drones as a local outcome of the tech workshop in Denmark. Experiments conducted in Kiel during autumn 2024 and spring 2025 will serve as the foundation for new teaching modules.

The project's website is part of the MYRE universe myre.tech and will be maintained at SDU, so far without expiration date. In case of approval of MYREcross, results from the website will be integrated into MOOCs (massive open online courses) that will result from MYREcross.

URLs

- [myre.tech](#), hosted at SDU: covers the MYRE universe, including pages for [MYRE DK-DE](#), its [teaching modules](#), the [events and publications](#) and the new [DigiDidactics](#).
- LinkedIn has been used from personal project members or Facebook pages such as "IT-lærer". Feedback and active responses have been achieved from both media.
- Mailchimp has been applied for newsletters. [Published at the project website](#).

Lessons Learned:

*Welche Erfahrungen oder Empfehlungen in Bezug auf Projektorganisation, Projektmanagement, Projektumsetzung und interne Kommunikation können Sie an zukünftige Projekte und **an die Programmadministration** weitergeben?*

Lessons learned:

*Hvilke erfaringer eller anbefalinger i forhold til projektorganisation, projektledelse, projektgennemførelse og interne kommunikation kan **du videregive til fremtidige projekter og til programadministrationen**?*

3.500 Zeichen / 3.500 tegn

We thank the Interreg program for funding MYRE DK-DE with 65%.

As asked for above, we would like to contribute with our recommendations for future projects.

Our considerations address mainly the application form and the extensive, highly detailed procedures for applications and reports, as well as the project approach behind.

We are available for any thorough dialogue aimed at informing the designers of and decision-makers behind these processes. We would like to share our experience with these procedures and their appropriateness.

We emphasize that MYRE DK-DE has been an important, well-functioning, and highly productive project.

Misunderstandings or disagreements arising from linguistic or cultural differences have been clarified and resolved through personal dialogue.

Frustrations regarding the mandatory requirements from Interreg have been addressed in the steering group, and solutions have been found to prevent these procedures from causing demotivation among teachers.

Further considerations pertain to the application of the follow-up project MYREcross. We prefer to discuss the application form, requirements, and process through personal dialogue.

8. Anmerkungen (nicht obligatorisch) | Bemærkninger (ikke obligatorisk)

Falls Sie noch weitere Anmerkungen oder Hinweise zum Bericht haben, können Sie diese hier angeben. | Hvis der er yderligere bemærkninger eller henvisninger til rapporten, kan de anføres her.

500 Zeichen / 500 tegn

We sincerely thank our Interreg consultants for their patience and prompt responses to all questions and needs that have arisen throughout MYRE DK-DE and the application phase for MYREcross.

9. Informationen für die Öffentlichkeitsarbeit des Programms | Informationer vedrørende programmets offentlighedsarbejde

Der folgende Fragebogen erhebt Daten für die Öffentlichkeitsarbeit des Interreg-Programms. Die Beantwortung ist für alle Projekte obligatorisch, die angegebenen Daten müssen aber nicht belegt werden. | I følgende spørgeskema indsamler Interreg-administrationen oplysninger til Interreg-programmets offentlighedsarbejde. Det er obligatorisk for alle projekter at udfylde dette, men de angivne oplysninger skal ikke dokumenteres.

Beantworten Sie Teil 1 des Fragebogens (Nr. 1-9) bitte vollständig und wählen Sie bei Teil 2 (Nr. 10-20) die für Ihr Projekt zutreffenden Fragen zur Beantwortung aus. | Del 1 i spørgeskemaet (nr. 1-9) skal udfyldes helt, og i del 2 (nr. 10-20) kan I kun besvare de spørgsmål, der er relevante for jeres projekt.

Teil 1 Del 1		
	Frage Spørgsmål	Antwort Svar
1	Wie viele Mitarbeiter der beteiligten Organisationen waren in die Durchführung des Projekts eingebunden (Leadpartner und Projektpartner)? Hvor mange medarbejdere fra de deltagende organisationer (leadpartner og projektpartnere)? har været involveret i projektets gennemførelse?	Anzahl Antal - 33
2	Wie viele Personen (innerhalb und außerhalb des Projekts) haben aufgrund des Projekts eine Anstellung/eine Arbeitsstelle erhalten? Hvor mange personer (inden og uden for projektet) er kommet i arbejde på grund af projektet?	Anzahl Antal 0
3	Wie viele Personen haben an den öffentlichen Veranstaltungen des Projekts teilgenommen? Hvor mange personer har deltaget i projektets offentlige arrangementer?	Anzahl Antal - 79
4	Wie vielen Bürgern im Programmgebiet kommen die Ergebnisse des Projekts zugute? Hvor mange borgere i programområdet har haft/vil få gavn af resultaterne fra projektet?	Anzahl Antal - 639
5	Hat das Projekt dazu beigetragen, die Sprachbarriere zu verringern? Har projektet været med til at nedbryde sprogbarrierer?	Ja/Nein Ja / Nej – Yes Wenn ja, wie? Hvis ja, hvordan? Gen AI, avatars, translated core documents and models, increased courage to communicate
6	Wie viele Bürger haben infolge des Projekts ihre Kenntnisse der Nachbarsprache verbessert?	Anzahl Antal - 100

	Hvor mange borgere har forbedret deres kendskab til nabosproget som følge af projektet?	
7	Wie viele Bürger haben aufgrund des Projekts ihr Wissen über die Kultur des Nachbarlandes verbessert? Hvor mange borgere har på grund af projektet fået styrket deres viden om kultur mv. i nabolandet?	Anzahl Antal - 150
8	Hat das Projekt dazu beigetragen, kulturelle Barrieren zu verringern? Har projektet været med til at nedbryde kulturelle barrierer?	Ja/Nein Ja / Nej Yes Wenn ja, wie? Hvis ja, hvordan? Misunderstandings were identified and clarified. Each other's approaches to new tech were outlined, exchanged on and related to own practice. Routines and regulations in each other's educational practice were observed and discussed.
9	Hat Ihr Projekt dazu beigetragen, die Digitalisierung im Programmgebiet voranzubringen? Har projektet bidraget til at fremme digitaliseringen i programregionen?	Ja/Nein Ja / Nej Ja Wenn ja, wie? Hvis ja, hvordan? Yes MYRE DK-DE has made and documented attempts with emerging technologies in education. The teaching modules developed are all related to the ordinances of the educational programs, repeatable and transferable.
Teil 2 Del 2		
10	Konnten Forschungsinstitutionen durch das Projekt neue grenzüberschreitende Kooperationen etablieren? Har projektet medført, at forskningsinstitutioner har etableret nye samarbejder på tværs af grænsen?	Ja/Nein Ja / Nej Nicht zutreffend Ikke relevant Yes SDU and GEOMAR (MYREcross)
11	Konnten öffentliche Institutionen durch das Projekt neue grenzüberschreitende Kooperationen etablieren? Har projektet medført, at offentlige institutioner har etableret nye samarbejder på tværs af grænsen?	Ja/Nein Ja / Nej Nicht zutreffend Ikke relevant YES Study visit from SHIBB at SDU, UCL and SESG + collaboration between new schools via MYREcross
12	Konnten Bildungseinrichtungen durch das Projekt neue grenzüberschreitende Kooperationen etablieren? Har projektet medført, at uddannelsesinstitutioner har etableret nye samarbejder på tværs af grænsen?	Ja/Nein Ja / Nej Nicht zutreffend Ikke relevant YES, new joint and extended projects are planned that include teachers' and students' exchange
13	Wie viele Patienten im Programmgebiet werden nach Ihrer Schätzung aufgrund der Ergebnisse des Projekts eine bessere Behandlung erhalten?	Anzahl Antal Nicht zutreffend Ikke relevant

	Hvor mange patienter i programområdet vurderer du, vil få en bedre behandling på grund af resultaterne fra projektet?	Not relevant, but indirectly as UCL and SDU have co-created a teaching module about XR in health education to improve treatments
14	Hat das Projekt zu einer sicheren, klimafreundlichen und günstigen Energieversorgung für die Bürgerinnen und Bürger beigetragen? Har projektet bidraget til en sikker, klimavenlig og økonomisk energiforsyning for borgerne?	JA / NEJ Ja/Nein Nicht zutreffend Ikke relevant Partly relevant, as most of the teaching modules have referred explicitly to SDG goals, and students have worked with renewable energies
15	Wie vielen Personen wurde aufgrund des Projekts zu einer Ausbildung verholfen? Hvor mange er blevet hjulpet i gang med en uddannelse på grund af projektet?	Anzahl Antal Nicht zutreffend Ikke relevant 0 - not relevant
16	Wie viele Personen haben als direkte Konsequenz aus dem Projekt größere oder kleinere Teile ihrer Ausbildung auf die andere Seite der Grenze verlegt? Hvor mange har som en direkte konsekvens af projektet taget større eller mindre dele af deres uddannelse på den anden side af grænsen?	Anzahl Antal Nicht zutreffend Ikke relevant 0 – not yet, formal future student exchange in educational programs is planned. However, 2 Danish students participated in a border-crossing teaching module in Germany
17	Wie viele neue Maßnahmen/Produkte für den Kultur- und Naturtourismus wurden infolge des Projekts entwickelt? Hvor mange nye tiltag inden for kultur- og naturturisme er blevet udviklet som konsekvens af projektet?	Anzahl Antal Nicht zutreffend Ikke relevant Not relevant
18	Wie viele zusätzliche Besucher haben die Kultur- und Naturerbestätten im Programmgebiet nach Ihrer Schätzung aufgrund des Projekts? Hvor mange flere besøgende vurderer du, at programområdets kultur- og naturarvssteder og -institutioner har haft på grund af projektet?	Anzahl Antal Nicht zutreffend Ikke relevant Not relevant. However, some German project members prolonged their professional stay in Svendborg for private tourism purposes. Vice versa, some Danish project members prolonged their stay in Kiel.
19	Hat das Projekt dazu beigetragen, Barrieren für die grenzüberschreitende Zusammenarbeit zu verringern/entfernen? Har projektet bidraget til at reducere / fjerne barrierer for grænseoverskridende samarbejde?	Ja/Nein Ja / Nej Nicht zutreffend Ikke relevant YES Wenn ja, wie? Hvis ja, hvordan? RBZ Wirtschaft Kiel and Svendborg Erhvervsgymnasier have established a trustful and respectful relationship that will continue. Further relations were established with new German and Danish partners via personal and virtual dialogues



		about the follow-up project MYREcross. All of this would not have been achieved without the framework of MYRE DK-DE.
20	Wie viele Personen sind auf die Möglichkeit, eine Arbeitsstelle auf der anderen Seite der Grenze anzunehmen, aufmerksam geworden? Hvor mange personer, er blevet opmærksomme på mulighederne for at tage arbejde på den anden side af grænsen?	Anzahl Antal Nicht zutreffend Ikke relevant 0