

ERASMUS+, Key Action 2,
Cooperation for Innovation and Exchange of Good Practices Strategic Partnerships for Schools

Moving Minds through Movies

ID2016-1-RO01-KA219-024626



EVALUATION AND IMPACT REPORT



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KEY FACTS

Duration: 2 academic years, 1.09.2016-31.08.2018.

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Partners:

- Colegiul Național „Vasile Alecsandri” Bacău, Romania (coordinator)
- Liceum Ogólnokształcące im. Leona Kruczkowskiego, Tychy, Poland
- Polo Liceale Statale "R. Mattioli", Vasto, Italy
- Kauno Jono Basanaviciaus Gimnazija, Kaunas, Lithuania
- Ozel Sultangazi Ugur Temel Lisesi, Istanbul, Turkey

Objectives:

- To enhance practical skills related to film-making
- To develop creativity and critical thinking skills
- To develop communication and interpersonal skills
- To determine students to actively approach social issues
- To recognise different cultural marks and analyse similarities and differences
- To improve ICT skills and digital competence
- To improve level of English and acquire basic level of other languages
- To promote interdisciplinary thinking by connecting different elements

Main activities:

1. LTTA1 – Tychy, Poland (6-10 February 2017)
2. LTTA2 – Vasto, Italy (8-12 May 2017)
3. LTTA3 – Kaunas, Lithuania (9-13 October 2017)
4. LTTA4 – Bacău, Romania (12-16 March 2018)
5. TM1 – Bacău, Romania (November 2016)
6. TM2 – Istanbul, Turkey (May 2018)

Participants:

- 76 students, aged 15-18 from the partner schools, with a keen interest in photography/film-making
- 36 teachers of various subjects, including the coordinators at the level of the 5 partner institutions, all teachers of English.



Main results:

- Scripts written by students on the topic of social issues they identified locally
- 20 short films created by participants
- Europe Unites Us – a statement film illustrating the concept of “unity in diversity”
- Guide for implementing film clubs in schools (e-book)

DESCRIPTION OF MAIN ACTIVITIES

All the exchanges were interconnected and the work on the project was performed even in-between the 4 planned exchanges, as students had to apply what they learned in the workshops in order to create new or improved films tackling social issues.

Each LTTA had a clear topic and purpose:

LTTA1 - The purpose of the first Learning / Teaching / Training Activity was to address the problem of national social issues and to learn about the initial stages of film production, mainly script writing. After LTTA1, participants organised workshops with their peers and taught them about script writing. They then had to prepare scripts and films for LTTA2.

LTTA2 - The purpose of the second Learning / Teaching / Training Activity was to evaluate storylines that address the problem of local social issue and to improve student’s film-making skills. During LTTA2, students worked in multicultural teams and made short films based on the scripts brought by each partner team. After LTTA2, students had to work with the future participants and improve the films made in Italy. They also had to make a new film on a social issue.

LTTA3 - The purpose of the third Learning / Teaching / Training activity was to present the improved films of the second meeting emphasizing the main film edition aspects. Participants learned about elements of editing, editing applications and learned to identify problems of films which are not edited properly. After LTTA3, students in each country made a film on the topic Gender discrimination, in order to see the different approaches to the same topic, now having gained knowledge of film editing as well.

LTTA4 - The purpose of LTTA4 was to offer students the opportunity to get together in order to present and evaluate each other’s work – the films on *Gender discrimination* – and to collaborate in the creation of the final product – a film entitled “Europe Unites Us”



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The two transnational meetings were organized at the beginning and at the end of the project. The purpose of TM1 was to establish a common action plan for the first year of implementation. Its objectives were:

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- To negotiate responsibilities among partners;
- To establish the dates for the first LTTAs – Poland and Italy;
- To devise a common methodology for the selection of students and organisation of LTTAs
- To discuss initial preparatory steps – what has been done, what is yet to be done;
- To identify potential risks which may affect the project implementation;
- To get acquainted with the system of education, geographical regions etc. of the partners.

The purpose of TM2 was to establish a common action plan for the finalisation of the guide, elaboration of final report, communication among partners. Its objectives were:

- To negotiate responsibilities among partners for the final report;
- To present the work of each partner and the structure of the final product;
- To establish the deadlines for the submission of the reporting documents;
- To discuss final steps – what has been done, what is yet to be done;
- To get acquainted with the system of education, cultural and geographical features of the host partner country.

EVALUATION AND INDICATORS OF ACHIEVEMENT

A. Input indicators: human resources, financial resources

I1: the number of participants for whom a grant was given. The information is taken from the mobility documents - certificates, attendance lists, financial documents.

The number of supported participants was 36 teachers and 64 students. **Level of achievement 100%**

- In LTTA1 – 9 teachers and 16 students
- In LTTA2 – 10 teachers and 16 students
- In LTTA3 – 8 teachers and 15 students



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- In LTTA4 – 9 teachers and 17 students.

Beside the budgeted participants, there were also extra participants who attended the exchanges (LTTA2 – 2 students from Poland, LTTA3 – 2 students from Poland and 3 from Italy, LTTA4 – 2 students from Poland, 2 students from Lithuania and 1 student from Italy). Their participation was supported from the management budget.

I2: the number of participants for whom a specific grant was not allocated, but benefited indirectly from the project activities and results. – over 500 students

The number of students who either attended the post-exchange workshops or applied for selection, but did not manage to get selected is a good indicator of the indirect benefit produced by the project.

- Romania – 65 students
- Poland – 60 students
- Italy – 45 students
- Lithuania – 50 students
- Turkey – 30 students

The number of host and volunteer students in each LTTA:

- Poland – 20 (C1)
- Italy – 20 (C2)
- Lithuania – 25 (C3)
- Romania – 30 (C4)

Students who contributed to the organization of the exchanges (artistic programmes etc.):

- Poland – 20 (C1)
- Italy – 10 (C2)
- Lithuania – 15 (C3)
- Romania – 35 (TM1 + C4)
- Turkey – 6 (TM2)

Students who contributed to the films prepared for the exchanges (actors, consultants etc.), without applying for selection

- Romania – 15
- Poland – 7



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- Italy – 10
- Lithuania – 9
- Turkey – 12

I3: the number of students with fewer opportunities that were involved in the project – 25.

Out of the total number of 64 students, approximately 25 were students facing all kinds of challenges: financial (low income families), social (mono-parental families or families whose parents work abroad).

I4: The number of teachers involved in the project, in the organisation of the exchanges, of the transnational meetings:

- Romania – 20 teachers
- Poland – 10 teachers
- Italy – 8 teachers
- Lithuania – 8 teachers
- Turkey – 10 teachers

B. Process indicators: activities

I1: the number of LTTAs organized – all the 4 LTTAs were organized as planned.

I2: the quality of LTTA activities, as resulted from the information provided in the feedback from participants and the individual partner reports.

INDIVIDUAL PARTNER REPORTS - Conclusions of individual partner reports

The success and effectiveness of each exchange was evaluated by each attending partner and an individual report was completed after each LTTA.

LTTA1 – Poland (Feb 2017)

STRENGTHS

The intercultural dimension was very well approached. The host organised the activities in such a way as to enable students to interact both in formal and informal situations. In this



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way, most students improved their interpersonal and communication skills, with shy students becoming really open and communicative in ways that not even they had expected. Through the various cultural trips, activities and interacting with our hosts, we were able to broaden our knowledge of Poland and Polish people, culture and language.

All participants were receptive and eager to work together and build bonds between each other. The results of teamwork were excellent, the teamwork itself being engaging and a unique experience.

The Cultural Evening, where each of the participant countries performed their specific dance/song and served diverse cuisine and beverages, was one of the most engaging events planned and one of my favourite moments of the mobility. The workshops and cultural trips were very on-point and enjoyable as well.

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ATTAINMENT OF OBJECTIVES

The exchange workshops managed to shed some light on the principles of script-writing, although it could have been more applied. Basically, students learned the way in which they could build a character and construct the plot so as to stir the viewer's interest, but there were aspects that should have received more attention as well – technical aspects about script-writing, a practical application. "The film-making activities were very informative and engaging as well, as we learned to understand the message of a short film and write a script on our own. By understanding said films, we were able to understand certain social issues which have left an impression on us and we are now much more responsive to such issues." (Valentina Cenușă). Another participant, Bianca Lupu, mentions that "Talking with an expert about movies and short films showed us rookie mistakes that otherwise we wouldn't have noticed. It also taught me to appreciate the effort and time that goes into film making. I definitely learned to approach topics with a different perspective without being offensive."

Team work activities involved students working on common scenarios, which enabled them to develop communication and interpersonal skills, as well as negotiation and critical thinking skills.

The cinema forum, where each team brought their own film and organised an activity based on it enabled participants to identify common problems at the level of all countries, or problems that they had never encountered before. The topics approached were addiction to



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technology (LT), bullying (IT), violence (PL), sexism, gender differences (RO), the problems of orphans (TR).

Basic level of Polish was acquired by students through the interaction with their hosts, with whom they had a great relationship.

Some mentioned learning words in Turkish, Italian and Lithuanian as well. “I learnt how to count and say a few things in Turkish, Polish, also had the chance to test my Italian and learn a few things from their delegation. I also had the surprise to find out that one of the teenagers among us was German. We got along so well that it motivated me to learn the language even more.” (Radu Toderiță)

The Cultural Evening was one of the most successful ways of strengthening the cultural dimension of the exchange. The presentations of country-specific cuisine and dances were interesting and all of the students and teachers participated in dances, enjoying themselves and getting to know each other.

Overall, we believe all of the activities fulfilled their purposes, the mobility having been an informative, self-developing and skill-building ‘workshop’.

AREAS OF IMPROVEMENT

The lack of workshop materials for students, which made it difficult for the project team to evaluate the quality of the workshop contents.

The schedule was somewhat tight, physically and mentally challenging activities.

We would recommend that the workshops for students be attended by teachers as well.

STUDENT TESTIMONIALS

„The project did an incredibly good job at educating me about the basics of scriptwriting and filmmaking. Also, the fact that I got to visit and get a taste of the every day life of a Polish person was eye opening and it certainly did teach me a lot about what could be improved or changed in our own country. And last but not least, the week away from home made me realize once again just how much I love and cherish my family.”

„The project has had a great impact on me. I have formed many beautiful memories during it, I have met good and interesting people, I have developed many skills and have learned to be less shy, because it’s worth it to overcome your own insecurities during such an opportunity to meet so many different people. The Erasmus+ project has given me many positive results



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and everything I have done since has been even slightly influenced by my experience during the LTTA1 mobility.”

„This project helped me open up and be more communicative without being afraid to voice my opinion.”

“I learned a lot about different cultures and people, made friends. I also learned a lot about filmmaking which I didn’t know before and I think that this information will be useful for me in the future if I decide to make a short film.”

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LTTA2 – Italy (May 2017)

STRENGTHS

There are many positive aspects regarding the meeting in Vasto. The students improved their film-making, communication as well as interpersonal skills. The stay in host families was very beneficial in terms of intercultural and interpersonal communication.

They experienced the Italian culture, cuisine and lifestyle and learned a few things about the Italian history.

Moreover, they had the advantage to create their movies based on a social issue, which made them reflect on the problems in our societies nowadays.

They analysed and discussed each other’s scripts, which enabled us to make a comparison in terms of social issues among the participant countries.

The fact that students worked in multicultural teams enabled them to experience real-life contexts and they improved team work skills as a result.

ATTAINMENT OF OBJECTIVES

Overall, the activities permitted the attainment of objectives:

- Students improved or refined film-making skills.
- Students acquired knowledge about film production from the specialist.
- Students discussed social issues identified by them in each country and turned into a short film, compared and contrasted them with the situation in their home countries.
- Students acquired script evaluation skills by completing evaluation forms and responding critically to them.
- Participants learned about the host country’s culture through cultural visits and events, trips to Naples and Baia.



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- Participants improved communication, interpersonal skills, both in their interaction with hosts and in the school-based activities.

AREAS OF IMPROVEMENT

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The lack of time put pressure on all the students when it came to put in practice as soon as possible all the new pieces of information they had received. Despite that, they successfully finished the task after organizing themselves and sharing the duties equally.

There were some delays in the agenda and a lot of waiting (teachers took over and conducted some activities)

Better time management and enlarged project team who can handle the problems.

To prepare activities and all the necessary documents in advance.

To arrange for an English-speaking professional.

To choose a hotel for the teachers which is located next to the town centre and the school.

STUDENT TESTIMONIALS

“This project has changed my perceptions on many things: how movies are created, how important English is not only at school but also in the day-to-day life and overall made me more open-minded. I loved the fact that this project brought together people from 5 countries and this way made me realize how different and how alike we are at the same time.”

“I’ve become more sensitive because I think I was really close to my host family and the students from other countries. The friendships we’ve made surely will last long.”

“It was my dream to travel to Italy. I enjoyed every minute in Italy. I learned a lot about movies. I met fantastic people from other countries, so I learned about new cultures.”

“The activity that stood out was the workshop in which the specialist in film-making from Vasto revealed some secrets which can help students in their further projects.” (Ana-Maria Grigore)

LTTA3 – Lithuania (October 2017)

STRENGTHS

- Good collaboration between all the participants
- Good quality of information presented in the workshops
- Good involvement of the host students in the organisation



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- Professionally-conducted workshops
- Social activities – well organised trips, social events etc.
- Very friendly, family-like atmosphere

ATTAINMENT OF OBJECTIVES

All the objectives were met to a good extent.

Students improved film-making competence. They developed editing skills during theoretical and practical activities carried out with university professors.

Students worked and discussed with professionals in order to evaluate already made films.

Students developed very strong bonds and keep in contact with one another.

Through the visits to Vilnius, Trakkai and Ninth Fort, students were presented with details from the history and culture of Lithuania

The documentary film presented at the beginning of the week enabled participants to find out more details about Lithuanian lifestyle, cuisine, famous personalities

Students communicated well with all their peers and especially with host students. There could have been more practical, topic-related activities developed in multicultural teams.

„The film-making workshops and the activities carried out with the hosts were the most successful.” (Maria Bîrgu)

AREAS OF IMPROVEMENT

More activities in multi-cultural teams.

A written support from the professionals to give to the students.

STUDENT TESTIMONIALS

„I really liked the project a lot. It has been one of the best experiences in my life, and I am happy that I got the chance to do it. This project met its purpose, to make people from other countries to get together and try to connect in some way with each other.”

„I could improve my English, visit some interesting place, talk with students, tell a difference between my school, our system of education. It showed me that going to school and taking a exams are important but we should go on Erasmus exchange during our education.”

„I learned a lot about Lithuania nowadays and about the way Lithuanians think about their common history with Poland. I enjoyed it quite a lot.”



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“I become friends with my host and I think its one of the most important aim to this kind of exchanges.”

“I improved my language skills, movie making skills, communication skills and many more. I got to travel, meet new people, bond with other students from my school and I had a really good time in general. It was a great experience.”

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LTTA4 – Bacau, Romania (March 2018)

STRENGTHS

- Organizing proper project activities related to the main issues, plus impressive cultural activities. Good planning.
- Connecting the people
- Communication
- Professional filmmakers/actors, workshops
- Good organisation, good coordinator, good programme of meeting (workshops and trips)
- Welcoming atmosphere, good restaurant and good food.
- Hospitality

ATTAINMENT OF OBJECTIVES

All the objectives were met to a good extent.

Students improved film-making competences. They revised the film-making process with the professional, discussed the films on Gender differences made by all partners. They developed acting skills during practical activities carried out with the professional actress. In the end, they worked in multicultural teams to create the film „Europe Unites Us”.

Students worked and discussed with professionals in order to evaluate already made films.

Students developed very strong bonds and keep in contact with one another.

AREAS OF IMPROVEMENT

Punctuality

Communication about any programme changes.

More people engaged in the project to share the considerable amount of work



STUDENT TESTIMONIALS

„I learned a lot of new things, not just about movie making, but also about different people, different cultures, different families. The fact that you are going alone to the unknown family made me more independent.”

„The overall impact was getting to know new cultures and improving my English, communication skills; of course we can't forget the new acting, editing and overall film making skills I learned during the project. It was a very fun and interesting experience that I would like to take part in some time again in my life.”

„I have learned how to film, edit, make a film (I couldn't do it before this project), also I have met new people, we are chatting and I hope we will meet soon, moreover visiting other country left a good huge impact on myself.”

„This project was a really good experience that I will remember forever.”

All in all, we can conclude that the exchanges were a success, with minor issues that did not affect the overall attainment of objectives, as can be seen from the statements and reports of teachers or the forms completed by students.

C. Outcome indicators: objectives

The attainment of objectives exceeded our initial estimations. The results were collected from student observation sheets, direct observation, discussions (formal and informal) and self-assessment forms. The results obtained are:

- Team work skills (89% - Student observation sheet)
- Sense of initiative (80% - Student observation sheet)
- Presentation skills (84% - Student observation sheet)
- Problem solving abilities (71% - Student observation sheet)
- Communication skills (80% - Student observation sheet and 98% score 3 and above – Self-assessment)
- Interpersonal skills (88% - Student observation sheet and 84% score 3 and above – Self-assessment)
- Practical film-making skills (86% - Self-assessment form)
- Creativity and critical thinking (94% - Self-assessment form)
- Level of English (96% - Self-assessment form)
- Other languages (57% - Self-assessment form)



STUDENT OBSERVATION SHEETS

The coordinator in each country completed a student observation sheet for all the participants in each of the exchanges. This observation sheet targeted aspects such as:

- Involvement in the activities
- Team work skills
- Sense of initiative
- Presentation skills
- Problem solving abilities
- Communication skills
- Interpersonal skills

Interpretation of C1-C4 student observation sheets – number of participants: 76

Involvement in the activities	<p>(+) 48 students had an improvement of the level of involvement during the exchange. 4 of them maintained it at the improved level after the exchange, while two of them registered a decrease after the exchange.</p> <p>(0) 13 students maintained a high level of involvement in all the three stages – before, during and after the exchange</p> <p>(-) 9 students had an excellent level before and during the exchange, which decreased to good or average after it. 6 other students had a fall from excellent to good during the exchanges.</p>
Team work skills	<p>(+) 53 students registered an increase in the level of teamwork skills. 38 of them worked well in teams even after the exchanges.</p> <p>(0) 15 students maintained their team work abilities.</p> <p>(-) 8 students worked better as a team before and during the exchange than they did after it.</p>
Sense of initiative	<p>(+) 41 students increased their sense of initiative.</p> <p>(0) 20 stagnated</p> <p>(-) 15 decreased the sense of initiative after the exchange</p>



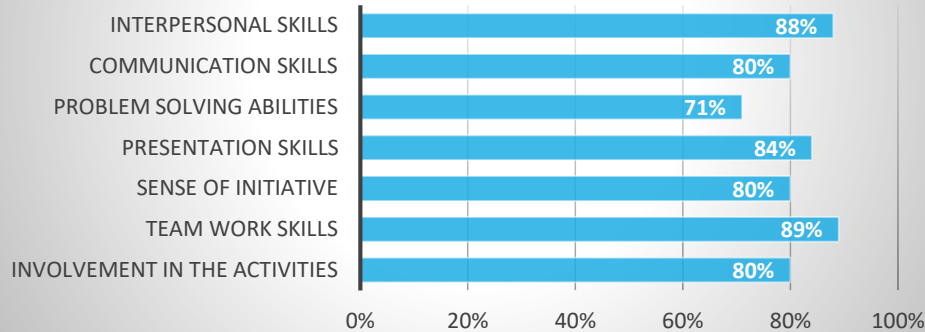
<p>Presentation skills</p>	<p>(+) 52 students improved their presentation skills (0) 12 maintained a good level (-) 12 decreased or showed a similar average or poor level throughout</p>
<p>Problem solving abilities</p>	<p>(+) 39 students improved their problem-solving abilities (0) 15 maintained good or excellent abilities (-) 22 students did not prove an increase of such abilities.</p>
<p>Communication skills</p>	<p>(+) 61 students improved or maintained a very good level of their communication skills (0) 8 students maintained this skill to an average level (-) 7 students were marked as average during the exchange, although they were marked as good before and after it.</p>
<p>Interpersonal skills 88%</p>	<p>(+) 32 students observed improved their interpersonal skills (0) 35 students maintained the same level (-) 7 students decreased the level of interpersonal skills</p>

Conclusions of the student observation sheets:

Criterion	Percentage of students who improved or maintained a good/excellent level
Involvement in the activities	80%
Team work skills	89%
Sense of initiative	80%
Presentation skills	84%
Problem solving abilities	71%
Communication skills	80%
Interpersonal skills	88%



Conclusions of evaluation sheets - students who improved or maintained a good/excellent level of



From the discussions with the other partners, we can conclude that most of our targets at the level of participants were reached. As a general trend, we could notice that the students feel extremely motivated when they know they are going to attend an exchange. They worked very well to perform their pre-mobility duties and most of them struggled to make an excellent impression on their peers from other countries. Most of them worked well in multicultural teams and this was, again, a great motivator for them to perform their duties. However, depending on their determination, personality and sense of responsibility, some students did not perform as well as before upon return from the exchanges. Some of them felt that their duty was completed and we sometimes had a difficult time activating them for the dissemination phase of the exchanges.

I3: the quality of students' pre-mobility work was assessed by teachers who coordinated them - in terms of team work skills, analysis of products. The results of the assessment are available in each partner's project portfolio in the selection and preparation of participants section.

PARTICIPANT SELF-ASSESSMENT FORM

Students self-evaluated the level of improvement of certain aspects which were closely connected with the objectives of the project and the exchanges. They had to choose on a scale from 1 to 5 if they felt they improved certain skills as a result of the exchange.

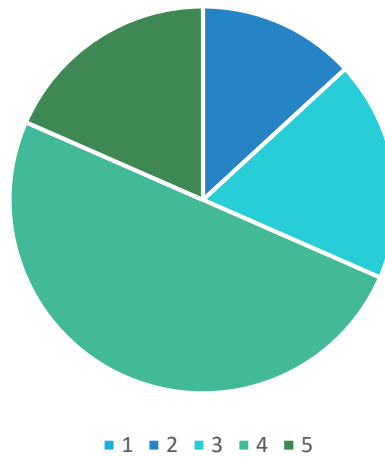


1. Practical film-making skills

Distribution of answers

1	2	3	4	5
-	10 students	14 students	38 students	14 students

Self-evaluation of film-making skills improvement

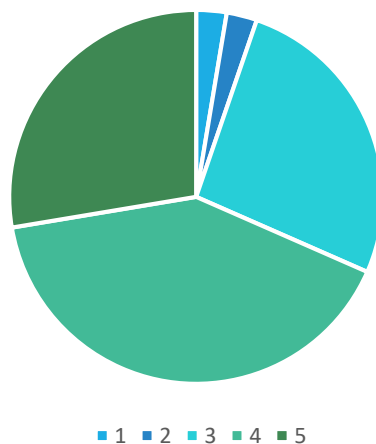


2. Creativity and critical thinking

Distribution of answers

1	2	3	4	5
2 students	2 students	20 students	31 students	21 students

Self-evaluation of creativity

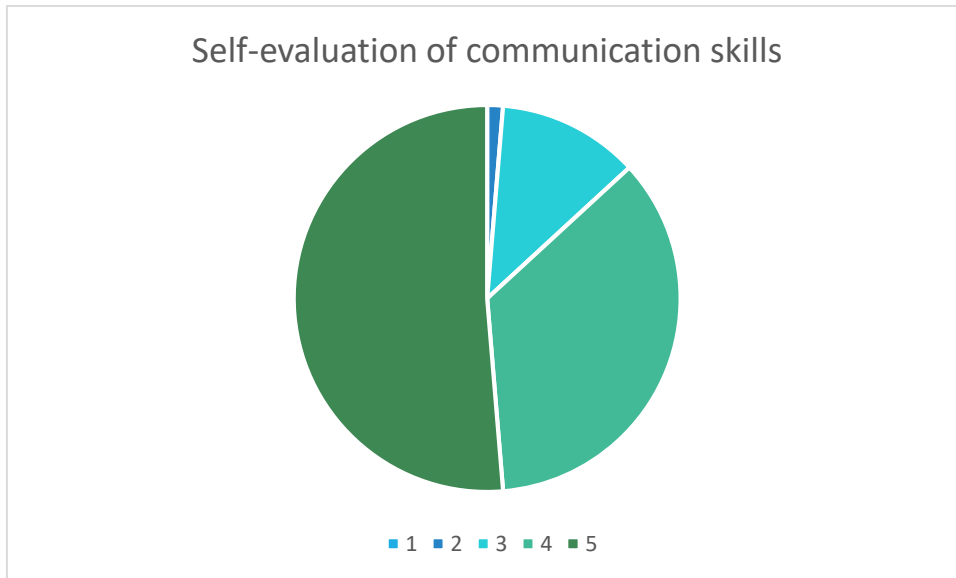




3. Communication skills

Distribution of answers

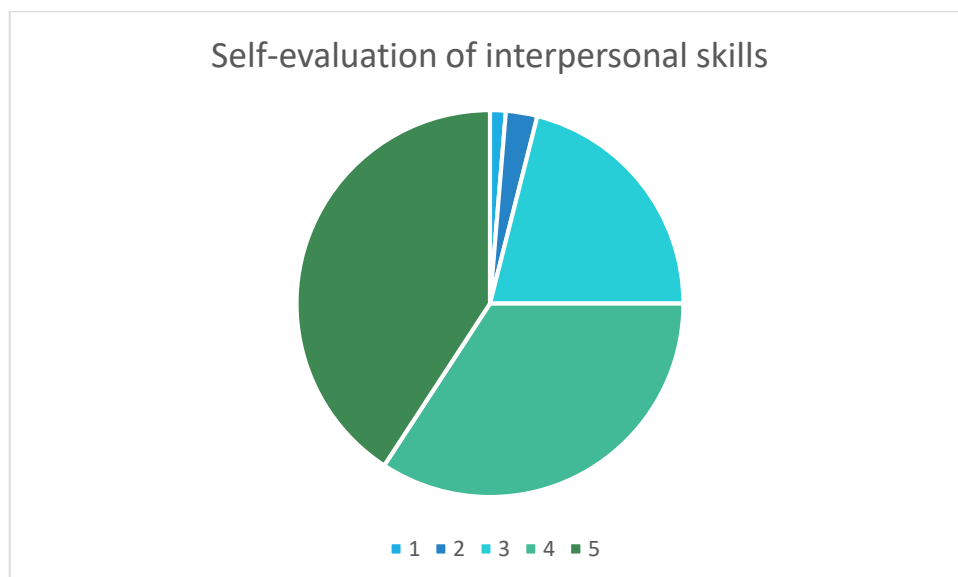
1	2	3	4	5
-	1 student	9 students	27 students	39 students



4. Interpersonal skills

Distribution of answers

1	2	3	4	5
1 student	2 students	16 students	26 students	31 students

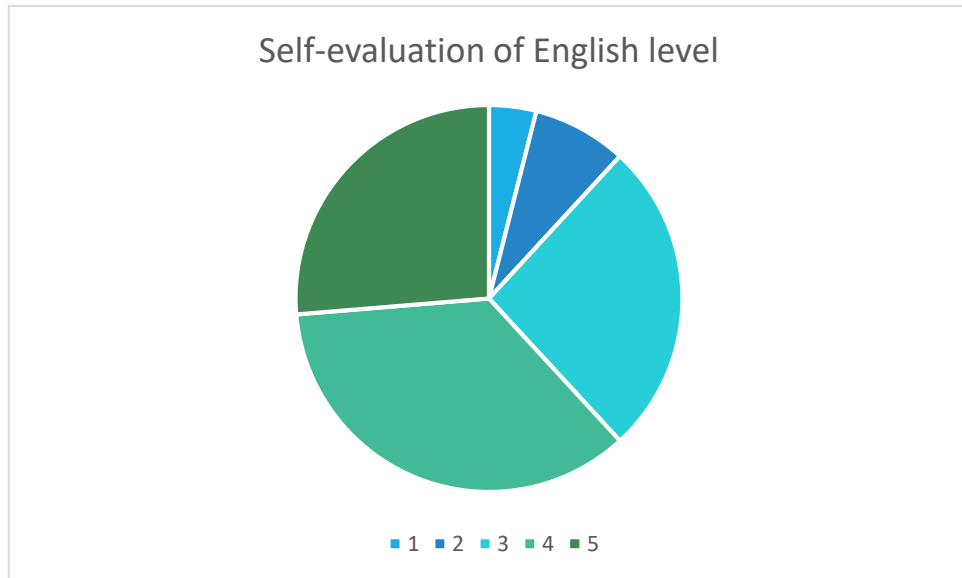




5. Level of English

Distribution of answers

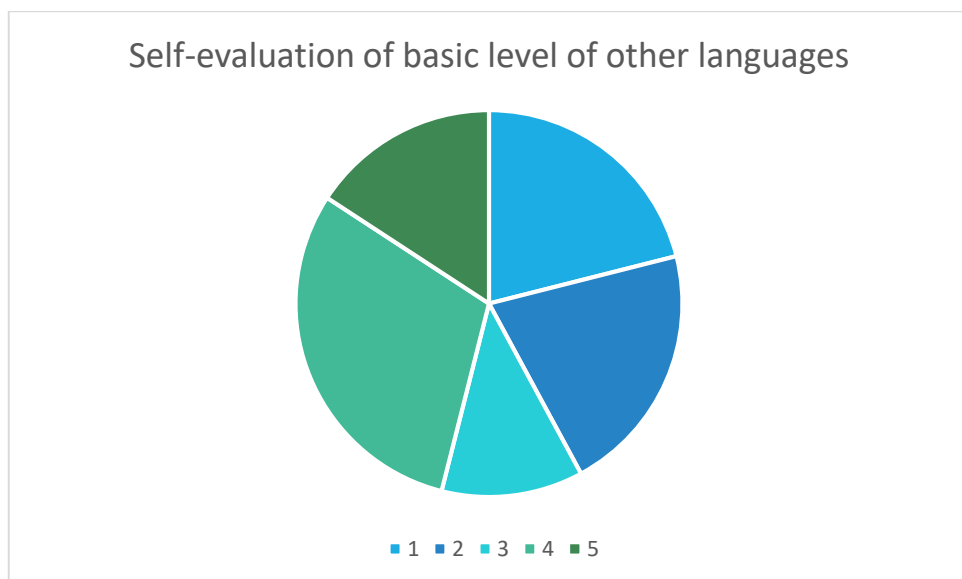
1	2	3	4	5
3 students	6 students	20 students	27 students	20 students



6. Basic level of other languages

Distribution of answers

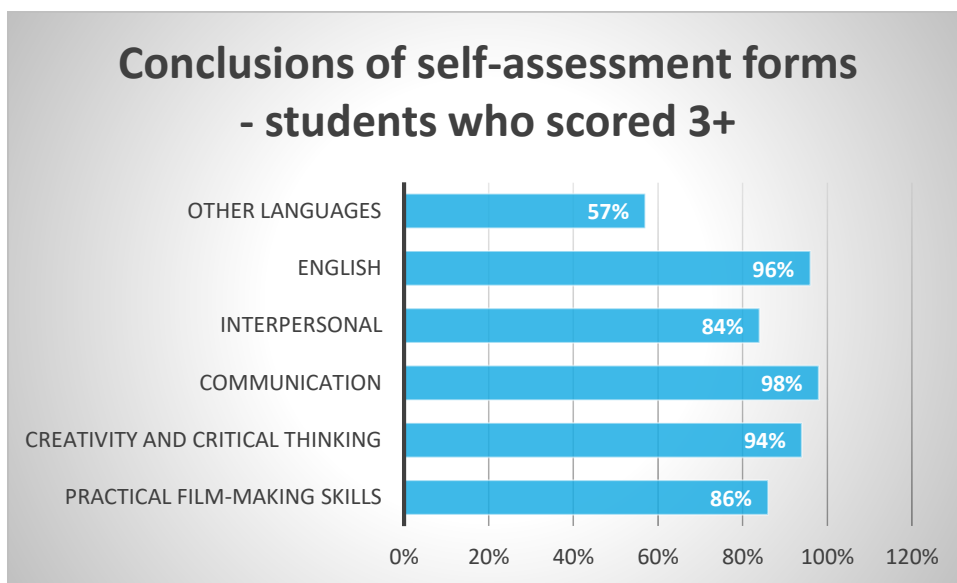
1	2	3	4	5
16 students	16 students	9 students	23 students	12 students





Conclusions of the self-assessment form

Criterion	Percentage of students who assessed it at level 3 and above
Practical film-making skills	86%
Creativity and critical thinking	94%
Communication	98%
Interpersonal	84%
English	96%
Other languages	57%



Judging from their own statements, the majority of students appreciated the intercultural component of the project. They declared being motivated by the fact that they got to meet people from other countries and learn about similarities and differences between the partners. They discovered things about themselves, learned to become more independent, improved their communication skills and connected with their hosts and the other students from the receiving school. Most of them stated that they would repeat this experience anytime again and they have already encouraged other students to join Erasmus+ projects for the above-mentioned reasons.

The practical film-making skills were improved to a great extent. Some students, who had no prior knowledge of this domain, felt that they developed their skills to a good or great extent. Others, with some prior knowledge were more neutral in terms of how well they improved their practical skills. The same is applicable to language skills. Some of the students, with



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better command of English did not feel that their language competence improved so much. Only 52 students chose 4 or 5 for this criterion. In terms of other foreign languages, only 57% felt an improvement. This may be due to the fact that the languages spoken by the partners are very different. Romanian and Italian are similar, which is why Romanian students could actually improve their language skills during the exchange in Italy and viceversa.

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D. Output indicators: results

I1: the number and quality of the short films created - resulting from the number of films uploaded on the project website and the EPRP, the assessment done by the external evaluator.

- storylines created by students before and during LTTAs: 20
- short films created by students: 20
- film scripts: 15
- films created by multinational teams: 4

The feedback received from Ana Torres, a multimedia specialist and university lecturer at Instituto Politecnico de Santarem, Portugal:

“The project is of great relevance to youth and to the community as it deals with relevant topics such as bullying, domestic violence, suicide among others, in which young people make videos about their concerns and social issues and that can not only help find a way to solve their problems as in the awareness of their role in the community.

The topics covered are for youth, created by young people, which makes an identification effect with the characters and allows parents and the whole community to be aware of the issues that concern youth.

The audiovisual language, through YouTube and beyond, is dominated by the new generations, choosing video as a form of expression is probably one of the best options to give voice to the young's.

The videos presented have quality and show to "freshness" and commitment in all the phases for the realization of an audiovisual product. Actresses and actors, despite being amateurs, act as professionals with much emotion and talent. The stories are deep and have been much worked on at the level of literary and technical scripts, the results show that there was good planning and production before the recordings.



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The images are well captured, the camera is stable, the plans are well framed, creatives and show unusual points of view. The lighting is sufficient; some plans are yellow for lack of white balance because it is in an interior shoot (ZBORUL) ... Just a technical detail.

The video editing is clean and contribute to the understanding of the story.

The products show that the students have acquired technical knowledge in the subject of video.

Things to improve - lighting, sound, some subtitles are too fast and attention to music's copyright."

I2: collection of materials, assessment by an external evaluator, formal discussions with teachers who take part in dissemination sessions, feedback received.

- guide for starting film clubs in schools: 1

I3: number of management documents:

- Methodology for selection of participants: 1
- Dissemination plan: 1
- Dissemination events registers: 5
- Template documents (individual partner report, self-assessment form, student observation sheet, meeting agenda, meeting report): 1 set
- Evaluation and monitoring plan: 1
- Evaluation and impact report: 1
- Intermediate and final reports: 10

Other results include:

- project website <http://www.movingmindsthroughmovieserasmus.com/>
- e-twinning space <https://twinspace.etwinning.net/31750>
- Facebook Page <https://www.facebook.com/Erasmus-Moving-Minds-through-Movies-218570785234219/>
- FB group for exchange of information among management teams Moving Minds through Movies <https://www.facebook.com/groups/1744270445828627/>
- Facebook groups for participants in LTTAs in which they can exchange ideas, opinions, materials, suggestions before and after LTTAs: 4
- LTTA 1 – Poland <https://www.facebook.com/groups/247310729032469/>



- LTTA2 – Italy <https://www.facebook.com/groups/1851099265164325/>
- LTTA3 – Lithuania <https://www.facebook.com/groups/1842743835989519/>
- LTTA4 – Romania <https://www.facebook.com/groups/157123645004822/>
- online meetings of project partners on Skype to discuss the project status: 10
- articles, presentations, dissemination materials - each country has a dissemination folder of local materials
- Erasmus+ corners: 5
- Europass mobility certificates: 88 (all partners used the Europass Mobility Certificate, with the exception of Turkey)
- individual partner reports completed by sending institutions: 16 (4/partner country)
- LTTA evaluation reports made by host institutions: 4 (1/host country)
- certificates of attendance in LTTAs: 112
- feedback forms and questionnaires: 112
- post-mobility workshops – 16

E. Impact indicators:

Short term

- I1: Number of dissemination events at local, regional, national and international level: over 130 events (presentations, social media posts, articles, workshops)
- I2: Number of people who watched the films online: over 1600 views
- I3: Number of website visitors: over 300 visitors
- I4: Number of FB page followers: over 160
- I5: Number of YouTube film viewers: 1627

Medium term

- I2: Number of teachers who use / intend to use films in the classroom
- I2: Number of films that are sent to film competitions in Years 1&2
- I3: Number of schools which start Film Clubs after the end date of the project
- I3: Number of students who express their intention to join Film Clubs.

IMPACT

The project activities and the strategy for the use of project results were designed with a view to having an impact on the target groups of the project - primary: students and teachers (direct and indirect participants) ; - secondary - institutions and other members of the school/local community (e.g. parents).

Impact on Students

As illustrated above, participants improved a set of skills and competences.

As well as this, students developed intercultural competence. They attended sightseeing tours, lived with their host families for a week, experienced the local cuisine and adapted to the lifestyle in the host country. As mentioned in the assessment forms, most of them found this intercultural component the most rewarding. Here are some picks from their statements about what they liked the most during the exchanges they attended:

„I loved having this opportunity to meet new people from different cultures while visiting a foreign country with rich culture.”

„The highlights were definitely the people, the friendships that were made and the places that we have visited (Krakow, Katowice, the Auschwitz Memorial Museum).”

„I liked how receptive and friendly the foreign students were. Because of this, my experience was greatly improved and thus I enjoyed every moment of the exchange.”

„The project really opened my mind to a form of multicultural thinking that I didn't believe I was capable of.”

„I liked learning about filmmaking, communicating with students from other countries, learning about different cultures, improving English skills”.

„Seeing and visiting other country was as exciting as meeting new people and getting to know new things together.”

„What I mostly liked about the project is that I met interesting people and I learned new things about acting or film making.”

„Meeting new people with whom I became good friends and the movies we had to present made an impact on my view towards discrimination”



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„I liked the people involved in the project, as well as the country itself (Lithuania). I liked very much that I got the opportunity to travel again, since I love to travel.”

„I really liked the fact that I could learn about the other culture and travel to the different country, which broadened my mind”.

„I liked classes about movie making, visiting interesting places in Lithuania, talking with other students.”

„I really liked the fact that in the exchange I was able to not only discover more about movie making but that I had the chance to also discover an amazing culture - the Italian culture and to make new friends from all around Europe.”

„I loved the exchange students, my host family, amazing vibes and the whole atmosphere.”

The exchanges also provided students with the opportunity to find out about pressing issues in the partner countries, to analyse the situation in their countries and express their opinions, share their views etc. The most common problems identified by them and used in films are:

- Domestic violence
- Bullying / cyber-bullying and discrimination
- Emigration and the feeling of abandonment felt by children
- The lack of communication between parents and children/teenagers
- Excessive use of technology which leads to alienation of individuals
- Gender differences
- Alcohol consumption and drug consumption at early ages.

Alongside this social awareness, students developed a real passion for film-making and improved their skills from one exchange to another. When analyzing their products comparatively, we were able to notice that their technical skills, their approach and the quality of the films increased throughout the project.

As a result of the project implementation, we are to initiate film clubs in our schools. For this purpose, we will resort to the assistance of students who were part of the project and who will be able to help and assist their younger fellows in the film projects they will carry out.

Indirect participants also benefited from the project, as they attended the workshops organized by the participants during the exchanges. More than anything, one of the greatest



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achievements of this project is that it determined some students to consider a career in the film-making industry – either as directors, cameramen or script writers.

Also, the project managed to produce a sense of cohesion among students. They formed a small community and helped each other with film projects, even after they participated in the exchanges. Students in the same school who had never previously spoken to one another got to know each other and first became team mates, then friends.

Host students declared becoming more responsible as a result of the exchanges, improving their language skills, their problem-solving abilities and their communication. They all appreciated the chance of spending time with students from other countries and getting to know other cultures and mentalities in this way. Also, they appreciated being given the opportunity to show other people their own lifestyle, share their preferences, tastes etc.

Due to the exchanges, foreign and host students developed friendships that were maintained even after the end of the exchanges. Most of them still keep in touch via e-mail and some of them visited their former host or guest.

The impact of the films on students could be measured through the online questionnaire that was answered by 59 students who evaluated the films and shared their views on their quality.

https://docs.google.com/forms/d/e/1FAIpQLScEBpIKt072_ISqBKs0sJXlBqxIC62wC2GjNFE2zu4EIIWSsA/viewform?usp=sf_link

As such, 89% of respondents evaluated the films as being good or very good (scores 4 and 5).

Impact on teachers

Direct as well as indirect participants (through workshops and dissemination sessions) gained an insight into other school systems, seeing them at work, identifying good practices and trying to implement them.

Accompanying teachers also developed their intercultural competence, their level of English, communication and interpersonal skills.

Coordinating teachers developed their organisation skills, their ability to handle risks, their problem solving abilities and their project planning and implementation skills. We communicated with our partners and found common solutions to problems that arose, thus improving our negotiation skills. Inside organisations, the project helped teachers improve collaborative work and helped teaching staff become more cohesive.



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The following are testimonials of teachers who participated actively in the project activities and one or more LTTAs:

„LTTA 1 was a unique experience, both personally as well as professionally. I met new people, I worked in a different environment and I had the opportunity to discover my colleagues and my students in a different manner.

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First of all, the workshops themes approached new strategies, which have brought face to face the team members, showing us different ways of thinking and action. It was interesting to see how people with different ages and mentalities, were able to create an original product, starting from the same idea.

We had to communicate, using a common language, and I would like to think that I have improved the oral and written communication skills in this language.

More important for me was the cultural side, because I had the opportunity to discover traditions specific of each team involved in the project but to find out new things about Poland, in the historical, political and socio-cultural context: how coal industry and Silesia basin have contributed to the economic development of the country, but also political decisions which have not always been favourable to this country, but to the great powers of the moment. So I have enriched my knowledge in the field of history and geography, bringing added value to my classes.” (Adriana M.)

„The project was an opportunity for me to meet and interact with different people from a variety of countries and cultures – Lithuanian, Italian, Polish, Turkish. As well as this, it was a chance for me to get acquainted with filming techniques and editing software in the company of university professors with wide experience in the field, together with creative young people who showed a great deal of willingness to get involved in the film-making activity.” (Iulian B.)

„Being a part of the project was an unforgettable experience. I have learnt a lot not only about making movies but also about people. Definitely I experienced some life-changing moments.” (Agnieszka K.)

„As far as I’m concerned, the MMtM Project was a most expected opportunity to use my knowledge about movies in an educational based context. I loved the discussions I had along the workshops with our students in which we have talked about the social messages in short films and the way they are transmitted to the viewer.

On the other hand, this particular project was a very good opportunity for me to exercise my organisation skills, because I was a member of the Romanian team, and my work was to



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disseminate all the relevant information about the project. This task made me aware of the importance of a clear, but substantial communication, and about the great opportunity that Erasmus+ projects is for the European students, and schools!

Moreover, my participation in LTTA2 in Italy was a chance to visit a beautiful country, full of history, and stories, with lovely people. It was a great experience!

More than this, it was an extraordinary experience for me to see how the students from five different European countries vibrate to the same social issues, how they unite their wits and forces to make a better world for them, and for all of us.” (Ramona M.)

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Teachers in the school communities who learned about the films through dissemination events, during teachers’ meetings etc. were impacted by the films created in the project. Only 16 teachers answered the online questionnaires about the films, although the questionnaire was widely promoted on Yahoo groups, Facebook groups or teachers’ meetings. 93% of them evaluated the films as good or very good (scores 4 and 5). They also expressed their views on the quality and utility of the films and their intention to use them with their students. 87% of them had either already used the films at the moment of the questionnaire completion or expressed their intention to use them in the future.

https://docs.google.com/forms/d/e/1FAIpQLSdbY9jh42WvpXX1b-wpkybrYPEGJQ6_e3JECqv-WZslyRT9bg/viewform?usp=sf_link

Here are some of the opinions expressed by Romanian teachers about the films:

“The films are painfully relevant for the reality in which we live. The students managed to capture the inner struggles and drama that a lot of youngsters unfortunately experience. The films are really educational.”

“I believe that films are an ingenious way of awakening the society and making people aware of its real problems. I hope that parents and children watch them and try to change something.”

“The films are well made. You understand that students’ reality is much more complex.”

“I will definitely use these films with my students and I will also share them with some of my colleagues.”

“I believe that all the films reflect real social problems and can be successfully used with secondary school students of all ages.”



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Impact on the partner institutions

- the schools developed their human resources. Teachers are now more knowledgeable about Erasmus+ project management and implementation. They established connections with EU schools and can continue cooperation in the future;
- the connection between teaching staff and students, among students and among teachers improved a lot as a result. By interacting outside the classroom, teachers learned a lot more about their students and vice-versa;
- became more visible in the local school and non-school communities, improved their image as European schools;
- improved their material base with cameras (all partners), laptops and whiteboard (RO school) which were used in the project and will serve the film club and other activities in the schools.
- improved cooperation with local professionals, local media and with authorities;
- improved the community cohesion.

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At local level, the project managed to:

- improve cooperation among local schools/institutions - as part of the project dissemination stage, we participated in conferences, dissemination events, presentations during which we shared the project details and results with school professionals in our area. We also had informal discussions about the Erasmus+ opportunities and assisted some teachers with advice on how to prepare an application form for the next Erasmus+ calls. As well as this, we communicated with other schools who run Erasmus+ projects in order to exchange practices and approaches in different stages of the project. After the publication of the e-book, we plan to continue the dissemination to school teachers and students in our areas in order to present the guide and to encourage schools to start film clubs of their own. In addition, the project enabled us to involve local authorities – as part of the transnational events, we organized meetings with local authorities – mayor, county school inspector of European projects (Bacau), Director of Education (Sultangazi).
- improve cooperation with local professionals;
- increase number of students who volunteer for local/regional NGOs, charity organisations;
- improve the community cohesion;
- promote the cities and countries of partner schools inside the EU.