

The project "My Roots become Our Wings-Travel Agency / MRBOW-TA" aims have been to increase awareness on the importance of skills and competences in today's life, through the implementation of inclusive education and digital integration.

The six partner schools from Cyprus, Romania, Lithuania, Austria, Poland, Italy (with 159 teachers and 2063 pupils during the project life) have demonstrated that through international cooperation the basic key competences of students have improved, especially regarding their entrepreneurship, removing the barriers to social inclusion, and making the schools learning communities, where educators appreciate their lifelong learning status.

In relation to this, several methods and tools have been used.

Pupils as travel agents are now aware of their local and European identity/citizenship and cultural heritage, obtained through the use of transversal skills, digital integration and inclusive practices. Teachers have been the guides and supported pupils while they were involved in self training and self-improvement procedure.

Teachers and pupils experimented collaborative methods with tools of formal and non-formal Learning, as simulations, role play, problem solving, case studies, debating; they largely used media and technology, implementing skills and competences in the field of mathematics, mother tongue and foreign language, social and civic, and sense of initiative and entrepreneurship.

The foreseen Objectives have been:

- To develop basic and transversal skills, such as entrepreneurship, digital skills and multilingualism in all fields of learning and teaching, using innovative and pupils centered pedagogical formal and non-formal approaches;
- To improve the level of key competences and skills, with particular regard to their relevance for the nowadays life and their contribution to a cohesive society;
- To promote digital technology as an entrepreneurial tool for enhancing independency in lifelong learning and social inclusion (in local, national and European society);
- To develop participants social and personal skills;
- To help young Europeans and educators in the planning and implementing of practices for tackling social exclusion;
- To increase awareness about the power of Erasmus+ programme for supporting the development of transversal skills.

Thanks to the project, all participants got the opportunity to change their attitudes and beliefs towards major issues, such as inclusion, cultural diversity and tolerance in education. We all gained knowledge, developing empathy in diversity and increase self-reflection towards solidarity in an ongoing transformed society.

During the project life, all the partners have shown great interest and deep involvement to all the aspects of the partnership, giving effective contribution to the learning outcomes and the development of a strong collaboration among the school participants. Each partner carried on the common activities at school level and shared on the project website and Twinspace the products, keeping on good institutional and friend relations.

The project management, coordinated by the Cypriot School, reached the planned results: all the schools have been working following the calendar of the activities, shared the progress in ongoing experiences and learning outcomes, keeping on a close cooperation also with experienced facilitators and coordinators from all the schools. Partners have communicated strictly through social media chatrooms, e-twinning, by email, by phone and teleconferences via skype.

Furthermore, all partners kept a reflective diary about the change that had been realized within their schools during the project life. Most of the changes are a direct consequence of the pandemic Covid-19. In particular, we mention:

- The cancellation of two LLTs, March 2019 in Italy, June 2019 in Lithuania
- The drop out of the Austrian School at the end of 2020
- The online meeting in June 2021

The Cypriot school, as coordinator, gave a constant feedback and assistance to the partners, supported partnership's learning events and had the task to document the project results through specific tools:

- a project blog, where all the outcomes are reported;
- articles' collection on Inclusive Education and support the dissemination;
- manage the realization of the INDEX.

As for the evaluation of the project, all the partners actively collaborated so that all the planned actions were implemented, integrating them in the schools' curriculums and made evident through the dedicated sites. During this project life, participants promoted their joint development thanks to the input and expertise of each partner, they have shown in a joint reflection the usefulness of the outcomes within concrete education context, linked the products and the national curriculum, improving and valorizing it through enhancing digital competences, inclusive education, non-discrimination and the promotion of civic competences.

The different methods for evaluating the project actions have been:

a) Questionnaires for pupils and teachers (quantitative research) on project participation satisfaction and the gained knowledge about partners' culture.

Partners have collected information from a quantitative test given to the subjects involved in the project activity at the end of each annuity.

In relation to the first year of the project, the questionnaire shows that:

- From the point of view of the children, the project was perceived above all as very fun, full of stimulating and particularly engaging topics. Their answers show how much they have learned about their roots, their culture and that one of their partners. They have also become protagonists in approaching the world of work of travel agencies and have concretely planned their personal travel paths. Furthermore, they had the occasion to learn the using of new digital tools through which they

have built new games and presentations. The project has been perceived also as the favourite space to meet new friends from Europe, develop creativity, experiment new ways to collaborate in groups. -According to the teachers' point of view, the project added significant points on their experience: comparing different school systems, collaborating and discussing on the implementation of the activities, enhancing their language, communicative and ICT skills offer the higher scores, showing the efficacy of the project about a general growth in the professional field. Additionally, Teachers observations confirm the high involvement of students in the didactic proposals the opportunity to broaden their horizons also through a strong exposure to other languages. The general benefit is the participant schools their major involvement at an international level.

-Parents questionnaires show also their knowledge about the aims, the content and the outcomes of the project. Their opinion reaches a good score about the relevance of the project, that fits our students' educational needs, make them aware of their belonging to a local and European community, allow the pupils go abroad to meet peers and start new friendships. Moreover, they are conscious the project offers new skills and competencies that pupils will be able to use in their next future. The most of the parents would allow their child go for a mobility and be hosted by a family. This is a great point that demonstrates great confidence in the school educational value.

As regards the second year evaluation, it refers mostly to the Covid-19 Pandemic time, which occurred a couple of weeks before the start of the fifth LTT in Bagheria, Italy. During the aforementioned period, the activities were initially blocked. In all member countries, priority was given to primary needs, to face the health emergency. At the end of the second year, Austria school left the Partnership.

Subsequently, the coordinator requested the extension of the project, in order to allow the reshaping of some activities and their completion. It was in fact possible to complete most of the activities, concluding with an online meeting in which the pupils were able to show their peers their country, participating in a lesson set in CLIL methodology.

Meanwhile, most of the students who had participated in the activities in previous years had progressed to the next grade of education by changing schools. Despite this, teachers made the project known to new students, who gladly took the place of their classmates in this international adventure. Overall, the pupils' opinion on the proposed activities remains very positive, as well as the levels of knowledge acquired. Unfortunately, there is frustration due to the loss of two training events that would have seen pupils on the move to Italy and Lithuania.

Parents, as an educating community, were also very present, despite the difficulties and restrictions. They showed interest in the issues and stated that in a state of normality they would gladly host the pupils of the partner schools as well as they would happily send their children abroad.

The teachers continued their work with constant commitment, enhancing the aspects of the project that in the pandemic phase allowed the continuation of the didactic action, such as the use of ICT and the online resources.

b) Observation and interviews (qualitative research)

The mentioned tools refer to planned assessment periods each school provided to set during the school year, related above all to the inclusive setting and methods used by teachers and

competences they acquired meantime. At a common level, during the project meetings, several discussions have been meaningful and useful to make parallelisms and comparisons between the different teaching experiences, so that by learning from each other we have been able to orient the paths and establish new objectives.

As regards the observations of the students, the teachers have created special observation grids and rubrics, which have been used in drafting an overall formative assessment. Reports by the teachers on the results of their pupils. They also suggested to the students to formulate interviews that could give an evaluation of the various steps as well as of the entire path.

Besides, partners used open questionnaires for qualitative research about the new experiences of students, teachers and local community regarding the participation in Erasmus+ partnership.

Our quantitative and qualitative surveys have been the main tools to measure and observe whether our project have met our objectives.

At the end of project all partners have implemented a final evaluation through which they have checked the fulfillment and success of the aims of the partnership and participants' satisfaction from the project.

All project/evaluation results have been shared with wider lifelong learning community and other local realities in order to motivate them to design and implement similar projects but also to use the new knowledge into their practice. So that our blog and Twinspace, our school websites, which collect all the outcomes, could ensure the visibility and dissemination of Erasmus+ KA2 projects. Our partnership has produced a joint learning outcome called Index for improving teaching and learning in everyday practice.