EVALUATION OF ACTIVITIES

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|  | **number of pupils involved** | **age group involved** | **teachers involved** | **where/when was the activity carried out** | **reaction of the students/ comment** | **connection with curriculum** |
| **Filling in and discussing questionnaires on *gender equality* and *freedom of expression*** | | | | | | |
| **DE** | 25  25 | 13-14  15-16 | 1  1 | English lessons  English lessons | Lively discussion on gender | Social relationships |
| **EE** | 25  10 | 15-16  15-16 | 1  1 | English lessons  English lessons | discussion | Social studies |
| **LV** | 29+19  30 | 15-16  17-19 | 2  1 | History + English lessons  History + Politics lessons | Became interested in the topic | Human rights and how they developed |
| **PL** | 6 | 17 | 2 | at school  additional meetings | active discussion on the topics, students  ' own research of articles | Ethics  Civics |
| **SE** | 75 | 12-15 | 2 | English lessons (3 classes) | Engaging discussion about the stereotypes | Civics/ social studies, discussion of current topics |
| **Making posters/films on children's rights- autumn 2017** | | | | | | |
| **DE** | 25 | 15-16 | 1 | English lessons  posters exhibited at school | Proud of their results |  |
| **EE** | 60 | 10-11  12-13 | 1  1 | Art lessons  class teacher | discussion | Social studies |
| **LV** | 13  37 | 11-12  16-18 | 1  1 | Class lesson  History lesson | Caused discussionon the topics | Health issues  human rights |
| **PL** | 6 | 17 | 2 | English lessons  additional meetings | active participation |  |
| **SE** | 25 | 11-12 | 1 | Swedish and social science (films instead of posters) | Fun group work!  Enjoying topic | Children's rights = social science |
| **Making a logo – autumn 2017** | | | | | | |
| **DE** | 15 | 13-14 | 1 | Digital photography lessons  (profile class) |  | Digital skills |
| **EE** | 15 | 16-17 | 1 | Web design | Design issues | Digital skills |
| **LV** | 19 | 15-16 | 1 | Class lesson | Caused interest, passion + pride of one's skills | Career education |
| **PL** | all students | 15-18 | 2 | at school  October 2017 | little interest |  |
| **SE** | 7 | 14-15 | 2 | As an extra assignment in arts class | Fun! Created a lot of interest in next year's conference | Arts  creating messages |
| **Presenting the students results at our schools – winter/spring 2018** | | | | | | |
| **DE** | 6 | 15-16 | 2 | During regular lesson time in a separate room | Lively discussion on selection of photos and layout of wall display |  |
| **EE** | 6 | 15-16 | 2 | During normal lessons in a separate room | Lively discussion on selection of photos and layout of wall display | Social studies |
| **LV** | 6 | 16-19 | 2 | Class lesson/ politics lesson |  | Politics/ social studies |
| **PL** | 6 +50 | 17-18 | 2 | During lessons in the school's assembly hall and at the wall display | Lively discussion on the topics in groups | Social studies |
| **SE** | 6 | 15-16 | 2 | During English lessons | Engaged and interested in the topic | English, social studies |
| **Presenting the student councils at our school - spring 2018** | | | | | | |
| **DE** | 8 | 14-18 | - | After regular lessons |  |  |
| **EE** | 2 | 14-19 | - | After regular lessons |  |  |
| **LV** | 7 | 14-19 | - | After regular lessons |  |  |
| **PL** | 7 | 17 | - | After regular lessons |  |  |
| **SE** | 11 | 10-16 | 3 | During meetings of student council |  |  |
| **Using the students teaching materials from 2017 in classes** | | | | | | |
| **DE** | 100 | 14-16 | 4 | As preparation for a girls/boys day at our school (girls do internships in men's jobs, boys in women's jobs), in various subject lessons |  |  |
| **DE** | 25 | 14-16 | 1 | As part of unit 3 (Stand up for your rights) of the regular English book | The students were very motivated to work with materials created by students | Topic 3 of the regular English book |
| **EE** | 60 | 14-16 | 2 | Social studies classes | „ | Social studies |
| **LV** | 60 | 14-19 | 2 | Politics class, class lesson, History class | „ | History, Social studies |
| **PL** | 29 | 17-18 | 1 | As part of the regular English book (topic: human dignity) | „ | Topic from the student book (Human dignity) |
| **SE** | 60  25 | 15-16  14-15 | 2  1 | during English lessons as input for discussions  discussion on freedom of speech  in Swedish lesson | "  " | discussing relevant  social topics |
| **Selecting the participants for the students meeting in 2018** | | | | | | |
| **DE** | 6 | 14-16 | 6 | Class teachers are asked to suggest promising participants in June  preparatory parents evening with participants and their | The need for devotion to the tasks of the project is explained to the students and parents | Individual support and stimulation |
| **EE** | 6 | 13-14 | 2 | „ | „ |  |
| **LV** | 6 | 14-15 | 2 | English teacher/ project coordinator introduced the theme to students, asked class teachers for suggestions, students wrote application letters | Topics were introduced in History/ English lessons, Students searched for information/ materials |  |
| **PL** | 6 | 17-18 | 2 | The project coordinator and one English teacher organised interviews for everybody willing to participate. Teachers choose according to students' language and social skills, personal development and needs | Circa 10 students were interviewed | Personal development of students |
| **SE** | 15-20 | 15-16 | 8 | The project coordinators had a presentation for the students who were interested.  There was an information evening for the participants' parents. | 13 students applied after the presentation. 6 were selected by their class teachers and the project coordinators. | Personal development of students |
| **Filling in and discussing questionnaires on *migration* and *healthy environment*** | | | | | | |
| **DE** | 25  25 | 13-14  15-16 | 1  1 | English lessons  English lessons |  | Social relationships |
| **EE** | 6  +24 | 13-14 | 2 | English lessons  class lessons |  | „ |
| **LV** | 30 | 14-17 | 1 | English lessons |  | „ |
| **PL** | 27 | 17-18 | 1 | English lessons |  | „ |
| **SE** | 50 | 14-15 | 2 | English lessons |  | „ |

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| **Using the students teaching materials from 2018 in classes** | | | | | | |
|  | **number of pupils involved** | **age group involved** | **teachers involved** | **where/when was the activity carried out** | **reaction of the students** | **connection with curriculum** |
| **DE** | 25  25 | 13-14  15-16 | 2  1 | Bilingual Geography lessons  Danish lessons | students were very motivated  student teachers very proud of themselves | Climate change  the environment |
| **EE** | 40  60 | 14-16  12-14 | 2  2 | English lessons, spring  English lessons and excursion, June | students used the film on plastic pollution as a basis for a discussion  watching and discussing the film on the environment | the environment  protection of wildlife |
| **LV** | 25 | 15-16 | 1 | English lesson | the students taught their peers about healthy lifestyle in an English lesson | healthy lifestyle and the environment |
| **PL** | 30 | 17-18 | 1 | English lesson | General interest, curiosity, engagement, students teaching engaged, self confident and proud of what they achieved | Topic of environment, health, people |
| **SE** | 25 | 13-15 | 1 | regular lessons | students conducted a lesson with 8th graders | debate about the environment and  climate change |

DISSEMINATION ACTIVITIES

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| **all:** wall displays, presentations at schools, link to eTwinning on the homepages | | | | |
|  | **what?** | **where?** | **when?** |
| **DE** | article  presentation | local newspaper  regional competition in Kiel | Nov. 2017  June 2019 |
| **EE** | article | school bulletin | Dec. 2018 |
| **LV** |  |  |  |
| **PL** | article  short documentary | local newspaper, local TV station,  wall display at school, article and pics on school website and Facebook site + school year book  Info counter at school during the Open Day for junior high and primary students  School headmistress presented the project participants and informed about the Erasmus project during the end of school term 1  Informing the school teaching staff about the project and its benefits during the staff meeting | Nov. 2018  Nov. 2018, Dec. 2018  March 2019  January 2019 |
| **SE** | article | newsletter to all compulsory schools in Uppsala | Dec. 2017 |

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| **Europasses 2017** | | | | |
|  | **applied for** | **Filled in** | **Comment** | **When issued to students** |
| **DE** | ---- | May 2018 | No europasses available for host students of a transnational meeting | Modified Europasses language were used instead  and issued at the end of term (June 2018) |
| **EE** | March 2018 | March 2018 |  | issued at the end of term |
| **LV** | --- |  |  |  |
| **PL** | March 2018 | March 2018 | It took the Polish agency very long to return the passes. | issued to students in April 2019 |
| **SE** |  |  |  |  |
| **Europasses 2018** | | | | |
|  | **applied for** | **Filled in** | **Comment** | **When issued to students** |
| **DE** | Nov. 2018 | April 2019 | As the Europasses were filled in some time after the transnational meeting, the follow-up activities (making a wall display, teaching other students, preparing a contribution for a regional competition) could also be included. | June 2019 |
| **EE** | Nov. 2018 | Nov. 2018 |  | issued at the end of term |
| **LV** |  |  |  |  |
| **PL** | ---- |  | No europasses available for host students of a transnational meeting | Europasses language used instead  issued to students in April and June 2019 |
| **SE** |  |  |  |  |

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| **2017: Interview with heads of school on expected benefits of the project** | | | | |
|  | **when** | **who** | **outcome** | **comment** |
| **DE** | Sept. 2017 | 2 teachers | Positive effect on school's international profile,  makes school more attractive and more visible in the local community (articles, exhibitions) | Feeling of being supported by the school |
| **EE** | Sept. 2017 | 2 teachers | International projects develop the students' personal development and skills. They strengthen the international profile of the school. | Feeling of meeting the requirements of the school |
| **LV** | Sept. 2017 | 1 teacher | Concern about administrative difficulties with the local accountancy, beneficial for stud, trust in teachers skills | Appreciation of trust and support |
| **PL** | Aug. 2017 | 2 teachers | International projects are beneficial for the school and the students' personal development. They strengthen the international profile of the school. | Feeling of meeting the requirements of the school |
| **SE** |  |  |  |  |
| **2019: Interview with heads of school on the benefit realised by the project** | | | | |
|  | **when** | **who** | **outcome** | **comment** |
| **DE** | Sept. 2019 | 2 teachers | The headmaster sees the project as integral part of the school's international profile and as a chance for students to enlarge their horizon. He acknowledged the coordinators' efforts which were necessary to raise funds for the project. | Feeling of being appreciated by the school |
| **EE** |  |  |  |  |
| **LV** |  |  |  |  |
| **PL** | June 2019 | 2 teachers, project participants | During the interview the headmistress found out what exactly the students discussed and did during the workshops | The students felt appreciated and a part of something special |
| **SE** |  |  |  |  |