

# Erasmus+ *NewS-New Skills New Schools* Common Standards and Skills in Education



## INTERIM REPORT 2017/2018



Delivered  
October 2018

**Abbreviations:** FIN: Finland - GR: Greece - I: Italy - LT: Lithuania - PL: Poland - RO: Romania - E: Spain

**Replies and Comments by all Project Coordinators - Italy is the Lead Coordinator**

- <https://neweducationskills.blogspot.com> -

### 1) How long have you been working in your current school? What do you teach? In which grades?

FIN	Mr. M. S. has been working 11 years and Ms. J. O. 23 years in this school. We both teach all subjects. (M. in 5-6 grades and J. in 3-4 grades)
GR	I have been teaching English as a foreign language to primary school children aged 6-12 (grades 1-6) for 15 years, 12 of which I have been working at the 1st Primary School of Malia.
I	I have been working in my school as a 2 <sup>nd</sup> EU language teacher (Spanish) for almost 12 years in grades 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> . My students' age range is 11-14. Outside of my school I have been teaching English at various Faculties in "La Sapienza" University of Rome.
LT	I have been working in current school 18 years. I teach English language. From 2 <sup>nd</sup> to 8 <sup>th</sup> grade.
PL	I've been working in the school since September 2008, I am an English teacher and I work with all the school children from 1st to 8th grade and a pre-school group.
RO	I have been working at our school since 1997. I teach Physics and now I am the Deputy Head Master. My students age range is 12-18 years old (from 6 <sup>th</sup> to 12 <sup>th</sup> grade).
E	Ms. L.A. is a pre-school English Tutor in grades 1 <sup>st</sup> and 5 <sup>th</sup> and she has been working for 3 years in our school. Ms. V.S. is a preschool English Tutor, and responsible for the 4 <sup>th</sup> and 5 <sup>th</sup> grades, she has been working for 5 years in the school.

### 2) What do you think about your school and colleagues?

FIN	Our school is small village school where we have a good co-operation with colleagues, parents and other schools. Both of us teachers like working in this school.
GR	Our school has a long history of embracing innovation by adopting pilot programmes of the Greek Ministry of Education and has also participated in some European programmes (such as Comenius) in the past. It is well equipped with teaching materials, technological aids and the premises are spacious, teacher and learner friendly and well maintained. The students are of mostly Greek origin but multiculturalism is increasingly evident over the years. The staff consists of a main body of permanent teachers who have developed personal relationships besides the professional ones, along with a quite large number of substitute teachers who change every year. The aforementioned composition of the staff has a beneficial effect in that there is cooperation and a friendly atmosphere among the teachers and the substitute teachers make their own contributions to the teaching methods year after year. On the other hand, lack of stability and delays in the positioning of substitute teachers to schools can often lead to delayed or insufficient educational planning, less informed decisions and lack of a common, long-term school policy to be followed by all teachers. Most of the teachers welcome innovation and are

	open to the experimenting with and implementing new ideas.
I	Our school is located in a nice district of a small town, the social environment is mixed but quite culturally-sensitive. My colleagues are generally engaged in many school projects and initiatives along the year and they have a high sense of responsibility. I consider them supportive, committed and hard workers.
LT	I like working in my school. Tauralaukis progymnasium is a public school located in a suburb area of Klaipeda city. There are 190 students at school (age 7-14), 56 children at kindergarten (age 3-5), 20 at preschool class (age 6-7). We have 30 teachers. Tauralaukis progymnasium has a caring staff and offers a small school atmosphere where students actively participate and there is a high level of personal interaction between the staff, students, parents and local community. School offers small classes, personalized attention and extra support for each student. Every teacher in our facility is a unique individual with different strengths and weaknesses. We try to explain things well and make the subject interesting. Also we believe that a teacher should be someone funny and with a nice personality.
PL	All the teachers are devoted to school work and as we are a small group we work in a family atmosphere.
RO	Our school is a Vocational Art School which promote values like creativity, cooperation, respect. We have gymnasium (5-8 grades) and high school (9-12 grades). In our school staff there are 56 teachers and we have around 500 students between 11-18 years old. There are teachers who are specialized in art or in "normal" disciplines like math, science, history, literature, languages...
E	-

### 3) What do you think of your national school system?

FIN	It's good, because all school follow a national core curriculum, which includes the objectives and core contents of different subjects. The education providers, usually the local education authorities and the schools themselves, draw up their own curricula within the framework of the national core curriculum.
GR	The educational system in Greece is susceptible to change every time there is a change in the government so it lacks continuity in the main policy and reformation decisions taken by the central administration. It does not generally allow for much teacher autonomy and flexibility and training is not systematic. Furthermore, this school system is based on a "what" approach of knowledge, instead of a more holistic, "how" and "why" approach, which is obsolete when compared with the needs of today's reality. One great drawback of the Greek school system is over-reliance on textbooks and also the fact that there are not enough permanent teachers in the schools. Schools are not well organized and there are no set rules for the children's behavior or assessment of their social skills.
I	I think my school system is the direct expression of the Italian society, mentality, cultural values and vision. Despite the introduction of new elements like Coding, new ICT tools and CLIL taking the first steps, I believe it is still too much Formal and oriented to theoretical learning, while it should be more focused on experience-based approach and more pragmatic, especially the Secondary grades: 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> . Italian teachers also need more social recognition.
LT	Lithuania has made significant progress in the past decade. The education system in Lithuania includes: Formal education (primary, basic and secondary education, formal vocational education and training and higher education); Non-formal education (pre-schooleducation, pre-primary education and other non-formal education of children and adults, including education complementary to formal education); Pre-school education (ECEC) is provided to children from the moment they are born to the time they start attending pre-primary settings or primary schools. The pre-schooleducation (ECEC) curriculum is provided by pre-school education institutions and general education schools, freelance teachers and other education providers. The provision of pre-primary education starts in the calendar year when the child turns six years of age. Pre-primary education may begin earlier upon the parents' request if the child has achieved the maturity required for this kind of education, but not before he reaches the age of 5.

	<p>It may be compulsory for certain children, where a decision like this is adopted by institutions responsible for the protection of children's rights. The one-year pre-primary class curriculum is provided by pre-primary institutions and general education schools, freelance teachers and other education providers.</p> <p>The primary education curriculum is provided for children who have turned seven in that calendar year. In exceptional cases, at the request of the child's parents (foster parents or guardians), the child who has attained the age of 7 in that calendar year and is in need of regular assistance of qualified specialists and a health sparing treatment regime may be educated for a year at a pre-school education institution or at home according to the curriculum tailored to his/her individual educational needs. The primary education curriculum is provided by general education and other schools or by other education providers.</p> <p>The basic education curriculum is provided for children who have completed primary education. The first part of the basic education curriculum covers a four-year basic education curriculum concentrate and the second part covers a two-year concentrate.</p> <p>State-guaranteed universally available secondary education is provided to pupils who have attained the basic education level. The secondary curriculum consists of various compulsory and elective modules of general education and possible modules of vocational training. The secondary curriculum that also grants a vocational qualification may last for three years. Upon completion of the secondary curriculum and passing of Matura examinations, a secondary education level is attained.</p> <p>Each citizen of Lithuania, also each alien having a permit for permanent or provisional residence in Lithuania, has the right to study. The State guarantees each citizen of Lithuania, also each alien having a permit for permanent or provisional residence in Lithuania availability of: 1) primary, basic and secondary education and 2) access to the higher education studies or vocational training curricula that result in the acquisition of a primary qualification.</p>
PL	It has been changed too many times.
RO	I think our national educational system is old and very conservatory where the students have to memorize a lot of information instead of developing a good critical thinking. At the same time, there are some good aspects like the levels of the knowledge acquired by students, in all disciplines, at the end of school.
E	<p>The Spanish educational system, theoretically, is an inclusive and comprehensive system that is compulsory for students from six to sixteen years old. It is a system that does not segregate pupils with special needs as it includes them in the classrooms, allowing various options at higher educational levels, giving the students the opportunity to access by official exams.</p> <p>That is on paper. The reality is that the administration has not endowed with sufficient resources and this ambitious project remains at a high level in the hands of what teachers can or want to do in their classes.</p>

#### 4) Which motivations led you to find this European Project for your school?

FIN	Our good friend S. N. asked us to join this project. We had worked in a previous European project (a Comenius) so it has been easy to accept.
GR	As a person, I am eager to try out new things and as a teacher I always try to evolve, to keep my students interested and engaged, to make their learning more effective and meaningful, to adapt my teaching to the new reality that I encounter each year. During the past few years, I have developed a special interest in educational technology (I attended seminars on the subject), I incorporated gamification in my teaching, etc. I think that there came a point in my career that I felt my school, my students and myself needed to turn to collaborations beyond the Greek borders to further improve ourselves and cater for the changing learning needs. The project "New Skills, New Schools", as its name suggests, served to satisfy the need to reflect, refocus, reinvent our current teaching situation
I	My school is located in a small town where often people have pretty strict views, so I think my education environment needs to get in touch to a wider vision of education, in a European perspective. Moreover we have been giving more and more importance to EU projects in the last years.

LT	<p>This Erasmus+ project strengthened relationships between staff, pupils and teachers as well as build links with the wider community. Erasmus+ is a part of our school's international and partnership activity – these activities help with our education inspection, and school improvement plan.</p> <p>Erasmus+ activities make staff feel valued. The chance to spend time in another European country, job shadowing or on a school partnership visit, means staff also return to school refreshed, energised and more motivated. Project helps teachers and students, including those who are difficult to engage or less academic, to collaborate in new ways.</p>
PL	-
RO	I want to discover others European Educational Systems, to compare our system to them, to learn and take some good aspects which could improve our teaching/learning methodologies.
E	The opportunity to open our school's door to Europe, taking into account the importance that the UE has. However, and although 91.3% of the teachers surveyed in the SAT consider important to reflect on Europe, very few extrapolate it to class staying as an improvement proposal for next year at these days.

**5) Did you have any previous experience with projects financed by EU? Can you briefly describe them?**

FIN	<p>e-CLUE. TeLLeCOLLABORATION. Culture and Language: Unseen Elements (2012-2014). It aims to motivate students to become more interested in their own communities cultural and modern treasures and share them with their fellow students in the rest of Europe. Real communicative contexts will be provided so children can develop socio-linguistic skills. Partners are located in Spain, Poland, Turkey, Hungary, Italy and Finland. The project range of ages is 3-13 years old although we will place more emphasis on ICT work for pupils older than eight. The spirit of the project lies in taking advantage of ICT tools to bring children to work together by videoconferencing.</p>
GR	<p>Parallel to this project, the school has been financed for an Erasmus+ KA1 project called "Travelling with the wings of innovation and multiculturalism". It involves two teacher training mobilities: the first one, taking place in Malta focuses on implementing, adapting and developing innovative teaching techniques. The second one, in Portugal, involves dealing with diversity in class and making the best of multiculturalism to enhance learning.</p>
I	<p>Comenius named e-CLUE. TeLLeCOLLABORATION. Culture and Language: Unseen Elements (2012-2014). It aimed at motivating students to become more interested in their own communities cultural and modern treasures and share them with their fellow students in the rest of Europe. Real communicative contexts were provided so children could develop socio-linguistic skills. Partners were located in Spain, Poland, Turkey, Hungary, Italy and Finland. The project range of ages was 3-13 years old although gave more emphasis on ICT work for pupils older than eight. The spirit of the project lied in taking advantage of ICT tools to bring children to work together by videoconferencing.</p> <p>Erasmus+ "No barriers for Europeans" 2015-2017. The project was focused on disadvantaged students. I took my school into the project, as a partner, and I took care of the workflow till the project approval. I did not coordinate it.</p> <p>I have been acquiring experience in other fields of European Project Management: Public Education, Adult Education, No Profit organizations.</p>
LT	<p>Our school has been working with international projects from 2009. Comenius project OMCE "Our Mutual Cultural Enterprise" focusing on intercultural learning, use of foreign languages, use of modern communication media and modern technological, led as a result to the creation of an international game. The ability to work in a team with partners all over Europe was a perfect simulation of the realistic life. During period 2011 – 2013 we worked on the Comenius Regio project "Be interested and you will succeed" focused on the quality of learning and teaching by revising the pedagogical content, curriculum development, methodologies based on children's needs and competences, furthermore involving and supporting parents. The outcomes were assembled and published on the project website.</p>
PL	I've been involved in few European projects, starting from 1995 and I was the author and the

	<p>main coordinator of 3 projects and he school coordinator for all the others.</p> <p>1995-1998 – Phare MOVE – Modification of Vocational education- partner</p> <p>2006-2007 – Socrates – school bilateral project in a secondary technical school - coordinator</p> <p>2008-2010 – Socrates – 2 multilateral projects in a secondary technical school- coordinator and a partner</p> <p>2009-2011 – Comenius multilateral project for a primary school - coordinator</p> <p>2013-2015 – Comenius multilateral project for a primary school - partner</p> <p>2017-2019 - current project- partner</p> <p>2008, 2009, 2012 – Comenius EU grants for teacher training courses</p>
RO	Yes, I am involved in another project about ART, in which we try to develop student’s skills about art technique, to discover new methodologies to teach English through art, to develop the linguistic skills of students and teachers using this school exchanges.
E	No. This is our first european project.

**6) Why was this project suitable for your school?**

FIN	In this project, students are also easy to take part in. For us it is very important because our school is small and there are only three teachers.
GR	The traditional methods and techniques (focused exclusively on content rather than skills development) often used in the teaching process, the lack of sufficient in-service training offered by the Greek system and the multicultural dimension of the school makes its involvement in a European project centered around skills self-evident. In Greece, skills are not explicitly or methodically taught in our education system and their assessment is not taken into consideration.
I	The Italian Ministry of Education is currently motivating the public school sector to enhance European skills and experience-based tasks. So the project topics match our increasingly national priorities. In spite of that, our national system is still mainly centred on traditional teaching strategies and lesson plans, still relies on paper books and the strict separation between intellectual learning and manual experiences.
LT	Traditional disciplines are important at school, but we no longer need an education system that helps students simply remember facts and figures. We need them to be critical consumers of information. New skills and new Technology have changed the way we live, the way we work, what we do for a living, how we live and even how we think. We are going through change and what it means preparing young people for life after school. For these reasons we have chosen this project.
PL	So far we teachers have been focused on Literacy, Maths, Science and ICT the most. Thanks to this project we focus on social, interpersonal and multicultural skills as well as on no formal education.
RO	Our school, like all our national system, need to be renewed. In order to be modernized, our teachers have to learn new pedagogical methodologies, to collaborate with teachers from all over Europe, to get new ideas about combining the new technologies with the requirements of the future European society.
E	One of the greatest point of the Spanish School is the multiculturalism and also how we deal with it everyday.

**7) What kind of difficulties did you face at the beginning of the implementation process?**

FIN	We only have three teachers and one of us refused to join the project.
GR	The main difficulty encountered was putting together the team to implement the project. To be more specific, the kick-off took place at an unfortunate – for the project – time, when five permanent teachers were away from school on maternity leave. At the same time, new guidelines from the Greek national agency were forwarded to us that they explicitly excluded substitute teachers from joining the project. This meant that there were fewer teachers able – and allowed – to contribute and benefit from the activities planned.
I	Involving a higher number of motivated colleagues and give the right visibility to the project actions, inside and outside our school.

LT	One of the most difficult thing at the beginning of the implementation process was to create a good team for the project. Other thing was to create real goals and a timetable, so that they cannot be left to interpretation and there is a definite end point to the project. Resources, especially a budget for the project, can account for a lot of time in planning the project. Possibly an aspect that is mostly overlooked is the overview after the project is finished. These are just a few difficulties that we faced when carrying out a project. But this is a good way to start focusing on some of the difficulties.
PL	It was rather difficult to our teacher understand that this project differs from our previous ones.
RO	At the beginning of our project a lot of teachers were distrustful, indifferent, they have considered the project only an “extra workload”, without any effect on their career, so they didn’t want to be involved in it.
E	The lack of experience in this type of projects made difficult the long-term planning of the actions to be carried out. For this reason, we decided to attend to a couple of training sessions and seminars about European projects, Etwinning programmes as well to some courses about ICT resources (educational blogs..) and apps (vimeo, slideshare, google forms, video editors..) to be updated in the field.

### 8) What kind of skills were necessary to start working in this project?

FIN	Cooperation skills is one of the most important. But also Language and ITC skills play an important role.
GR	Basic ICT skills and good knowledge of English were needed for effective communication with the partners. Also, organizational and social skills were necessary for cooperation and exchange of ideas and teaching practices.
I	Professional flexibility, Curiosity; Motivation; English fluency; Critical Thinking; Problem Solving.
LT	Communication skills are perhaps the first set of skills that are one of the most important. Decision making and problem solving is another skill that is high in demand. The ability to identify complex problems and review related information in order to develop and evaluate options and implement solutions, are the next. The ability to manage people is a very powerful skill. To inspire individuals to do what is right it is very important in a project. Being tactful is necessary in many situations, when dealing with colleagues, as well as partners. Being creative can be beneficial to any role we may have in the project. It involves the ability to find solutions to problems using creativity, reasoning and past experience, coupled with information and resources. Almost all jobs nowadays require some basic understanding of computers and electronics in general. As far as we go ahead and rely more on technology to help us conduct our daily tasks (communication, writing, etc..) we may need these skills in the project itself.
PL	Communication skills, critical skills, sense of analytics, some IT skills.
RO	The most important skill is to be an “hard-worker”; moreover you need to have patience, good English linguistic knowledge, to be curious and willing to change something in your school.
E	<p>We believe that, as society changes, we have to look for new methods to be adapted to that change and find ways to unify these innovations as a European citizen. Being part of the European community is a window opened to new academic and professional possibilities for our pupils.</p> <p>Shaping a good teaching model to develop in our pupils:</p> <ul style="list-style-type: none"> <li>- A complete linguistic competence in the foreign and mother tongue.</li> <li>- A good European awareness.</li> <li>- Social and interpersonal skills.</li> <li>- Digital competence.</li> <li>- How to learn autonomously.</li> <li>- A sense of initiative entrepreneurship.</li> <li>- A good multicultural awareness.</li> </ul> <p>Trying to adapt their process of learning to their needs and interests by new teaching methods such as CLIL, Coding, Flipped Classroom...</p>

	At the beginning the skill that we had better was the motivation but as the project progressed, we realized that we needed training in many areas so we decided to learn about our weak points to improve little by little.
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**9) How have you been sharing the project inside your school?**

FIN	All students participate in this project with their own input so we all know lot's of this project.
GR	The project aims, activities and educational outcomes have been communicated to colleagues, parents, the local community in various ways: through articles in local newspapers, posts on social media, formal staff meetings, announcements on the school notice board, posts on school websites, two dissemination events and informal discussions with fellow teachers and parents.
I	Internal meetings; European Projects have been included in our 3-years internal "School Development Plan"; school web site; taking colleagues on mobilities; sharing cross-curricular teaching units.
LT	The school project coordinator organised meetings with senior teaching staff to set and monitor the project development objectives and discussed project ideas. Parents were informed about projects through the school news in school website, parents' evenings and school events.
PL	At the very beginning all the teachers have been informed about the project and teachers simultaneously set their roles in different tasks. It was easy for most of them just because they had some experience in that field.
RO	First, I spoke and discussed with our headmaster about the importance of this kind of project and after the approval, I have been sharing a lot of information about our project on our "Teachers meeting".
E	We have been sharing the project in different ways: -Firstly we have done monthly meetings to give information to our colleagues about how the Erasmus project is been developing and also, about the mobilities. -Secondly, we have published once in a term a newspaper to all the educative community. And we have created a school Erasmus newspaper published each term. -Our students have developed some projects about each European country that takes part in the project. -In addition, we have created a blog to share our steps in the Erasmus projects ( <a href="http://fatousevadeerasmus.blogspot.com">http://fatousevadeerasmus.blogspot.com</a> ) as well as our collaborations in the international one ( <a href="https://neweducationskills.blogspot.com">https://neweducationskills.blogspot.com</a> ) -We have informed our families in parent's meetings, Classdojos, school papers...

**10) What kind of response have you been receiving by your school community (colleagues, students, families...)?**

FIN	Now we have new teacher, so everything is easier. The students are excited and love new things. Parents are cooperative.
GR	The great majority of reactions have been positive and encouraging. The students are enthusiastic about the new teaching procedures and topics and feel proud to be contributing to the success of the project. Parents generally welcome the initiative and have observed an increase in their children's interest. Most of the teachers are open to applying newly acquired information and want to know more about the project. Only a small percentage of teachers seem sceptic as to whether the project rationale can agree with the Greek educational context and are less willing to alter their teaching situation.
I	The response is higher from colleagues involved in cross-curricular teaching units and in mobilities. Students are always excited about tasks realted to foreign peers. Some criticism and skeptizism comes from those collegueas who think mobilities negatively affect school duties.
LT	When parents, families, and members of the community are involved with Erasmus, all children benefit. Adult participation sends the message that school is important and the work children do there is worthy of adult attention. Many people, however, do not feel welcomed at school. They may want to volunteer, but don't know how to begin. They may believe that children and teachers do not want them there, or they may not know how to add one more activity into an already tight schedule. These situations present perfect opportunities for schools to reach out

	and provide avenues for parents, family members, and others to provide support. Family involvement on this Erasmus project outcomes has shown that parent involvement makes a difference in children's academic achievement. Parental participation improves student learning. During our work on this project we have been receiving these responses from our school community: open communication, volunteering, decision making, involvement with the Community.
PL	Teachers and students are very positive about the project implementation although some families are disappointed with lack of students mobilities.
RO	From our colleagues, at the beginning, the response wasn't very prompt and enthusiastic. The students, the families were aware about the importance of this collaboration between European school and students.
E	In general, the response has been positive, especially with our pupils and their families. Regarding our colleagues, sometimes we have had to face with some disagreements about travels and how to manage them.

### 11) Which benefits are you experiencing through this project?

FIN	It is important for us to share our knowledge and skills. It really means a lot. The hardest is the lack of time.
GR	I believe I have grown personally and professionally in contacting new cultures, new schools and new colleagues. I have been acquainted with new teaching techniques that I have used successfully and I have rethought certain aspects of the Greek teaching context. I have benefited mostly through getting to know more on the core ideas of the project, which are the basic skills children of primary school age should acquire through their education in the European schools. I have worked on these skills throughout the project and I have come to consider them extremely important. My students also show increased levels of motivation, initiative and commitment to tasks assigned. They are also changing their mentality about the focus on content and there is obvious progress in development of different skills.
I	Increase European awareness among colleagues; spread the use of eTwinning; exchange of good practices with foreign schools; activate the procedure to issue Europass certifications; enhance the experience-based approach.
LT	Experience different learning and teaching practices, gain international and intercultural competencies, as well as cultural awareness, practice language.
PL	-
RO	The most important aspects of this project are the possibility to communicate, to collaborate, to speak, to share idea and opinions with teachers across Europe, to learn from each other, to make friendship between all teachers involved in project, to understand the role of education in character development. Other important benefit is to develop institutional relationship between European Schools.
E	Personally, we think this is a great opportunity to develop my professional skills, but also my personal ones. Having the opportunity to share experiences with colleagues among all Europe. Furthermore, we have had a great time learning about other educational system and how they work with the basic European competences.

### 12) Which difficulties are you facing?

FIN	Lack of time and a small number of staff cause problems.
GR	The major difficulty encountered so far has been the small number of teachers that were eligible for selection to be actively involved in the project. And time. Some of the paperwork of the programme is time-consuming, demanding the little free time a teacher has.
I	Spread the motivation; keep the spirit high; lack of time and a large number of other projects going on in my school. When a group of us goes on a mobility (especially a 5-days Teacher Training) some colleagues can complain about school daily organizational issues.
LT	Choose the right people to work with. Our school is small. Not everyone among teachers participating in the project are working every day at school. If we have to do something immediately they cannot participate every time.



PL	It seems there are no difficulties.
RO	No difficulties.
E	As we said before, we think the more difficulty is how to organize my lesson when we have to travel, and how to deal with my colleagues about the organization of these trips. This type of organization creates gaps in the atmosphere of the school in which colleagues are offended to replace those who travel in mobilities. We find necessary to incorporate new teaching staff to cover these formative absences.

**13) According to your evaluation, which S.A.P. indicators are the weakest in your school?**

FIN	Nearly 30% of teachers think that in order to succeed in my subject, pupils don't need ICT Skills at all. It's a lot of!
GR	Indicators falling in the categories of students' social and interpersonal skills (category 3), learning to learn skills (category 8) and categories 13 (using various communication methods to seek and share information) are all in the developing stage.
I	Sense of initiatives and Experience-based tasks. Our secondary grades are strongly based on theoretical learning and less on other experiences.
LT	According to our evaluation, the weakest S.A.P. indicators in our school is multiculturalism, in the classroom it is or could be the origin of additional discipline problems.
PL	Multicultural skills (29,4% developing, 17,6% don't know) Learning to learn (5,9 developing, 23,5 I don't know)
RO	The weakest indicator is number 10 "Experience-based tasks/activities".
E	We find it very difficult to get involved the whole educational community because it is a personal decision and we have to respect it. It is true that at the beginning many did not dare to participate because of lack of information or distrust but they have been motivating little by little. The participation rate is low (30% aprox.) but we expect it to be increased by next year.

**14) According to your evaluation, which S.A.P. indicators are currently positive in your school?**

FIN	75% of teachers totally agree or agree that the planning and development of teaching is a collaboration involving teachers, parents and perhaps other partners.
GR	The evaluation has shown that our school is at the stage of building experience-based tasks and activities (category 10), teachers' ICT skills (category 6), students' intercultural skills (category 5) and category 1 (current teachers' mindset about their role to develop a European awareness).
I	Number 12 - Inclusion of disadvantaged students We have a team of Special Need Teachers and Educators who dedicate their job completely to disadvantaged students. There are also Recovery Courses in place and a lot of attention to those who have family and economical problems.  Number 13 - Communication strategy Our school web site is promptly updated every time it is required and it is linked to other relevant sites/platforms.
LT	According to our evaluation, the currently positive S.A.P. indicators in our school is the exchange of good practice between teachers from different EU countries, it can have beneficial effects on our school.
PL	Number 12 "Inclusion of disadvantaged categories" ( 52,9% sustaining) Numbers 6 & 7 "ICT skills" teachers and students ( 64,7 – 52,9 sustaining)
RO	Positive indicators are: number 7 "ICT skills (STUDENTS)" and number 12 "Inclusion of disadvantaged categories".
E	According to the SAP indicators, we find positive:  -USE OF ICT RESOURCES Almost all teachers surveyed (84,6) use ICT in their day-to-day. However, not all of them, use it to plan and design their classes (61.5%). All emphasize the importance of its use as a source of information and most of them use educational applications to share experiences with other colleagues.

	<p>It is paradoxical as, despite living in the digital age, students are not 100% proficient in the use of the computers but are in other types of devices such as the Tablets or Smartphones. For this reason, we believe necessary the training of students to reach a complete digital competence by knowing the structure of the computer (hardware), programmes (software) or coding.</p> <p>Thanks to the implementation of the project, the website of the project has been updated and consequently, few educational blogs have been opened with information in Spanish to allow the educational community to be informed. Both initiatives have been a success reaching up to 4,000 visits in this current year and 12,000 visits in the international one. A total success.</p> <p><b>-MULTICULTURALITY IN THE SCHOOL</b></p> <p>Children experience multiculturalism as something natural, in the neighborhood and at school. Pupils learn values that even end up instilling their parents. For them, the color or the accent is insignificant. Here they discover that their stories, wherever they come from, are very similar. Diversity in school is a great advantage because it offers a real, adjusted vision of the society we live in, in which there are no equal people. Growing up in a diverse environment contributes a lot to children where they see that the difference is an advantage where everybody is important, everybody is essential to reach the goal.</p>
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**15) According to your evaluation, which S.A.P. indicators are the easiest to be improved in your school?**

FIN	My interaction with the class-group can promote the development on Sense of Initiative.
GR	Category 13 indicators seem easier to improve as specific steps can be taken and the results of the decided course of action are easily observable. Also, students' ICT skills (category 7) can be improved through meaningful and systematic exploitation of technology across school subjects. Moreover, learning to learn skills (category 8) can be built through focusing on strategies rather than content learning and promotion of self-assessment and learner autonomy.
I	Evaluation of Social Skills; Linguistic and Multicultural Skills; ICT and Learning to Learn Skills.
LT	According to our evaluation, the easiest S.A.P. indicators to be improved is how students and families can learn what this Erasmus project is about.
PL	Number 1 "Current Teachers mindset" about their role to develop a European Awareness (35,3% sustaining, 58,8 building).
RO	The easiest to be improved in our school is number 5 "Multicultural Skills (students)".
E	<p>On the other side, we are thinking to improve:</p> <p><b>TEACHING METHODS</b></p> <p>In the same way that society advances, we as centers have to adapt to the current times. That is why we believe in the need for a methodological change that responds to the needs and interests of our students. A methodological change where the student is taught to learn for himself and thus reducing importance to the teacher as a single source of information. A process where children are motivated to learn in a practical, real and meaningful way. For this reason, we will attend to seminars/courses about new ways of teaching, such as cooperative openings, Flipped classroom or CLIL the following years.</p> <p>Cooperative learning is very beneficial for children who gain in responsibility, group cohesion and works the multiple intelligences since each group member can participate giving their best. It is also positive for the classroom climate because the roles facilitate and distribute the work within the classroom.</p>

**16) According to your evaluation, which S.A.P. indicators are the hardest to be improved in your school?**

FIN	Almost 71% of teachers believe that with ICT-skills we can't also learn/teach social interaction skills.
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GR	In the case of category 11 (introduction of innovative approaches), the indicators can be improved through dissemination events, teacher-observation sessions but there is no provision of systematic training on the part of the ministry of education (eg seminars). Thus, the teachers have to self-educate on most occasions according to their interests, personality, financial situation, free time through self-study/distance courses etc. Also, the teachers' mindset about the EU (category 1) is rather difficult to influence since adults sometimes rigidly follow a specific and fixed ideology on the issue.
I	Teachers' mindset; Stakeholders' involvement.
LT	The hardest S.A.P. indicator to be improved in our school is multiculturalism; in the classroom it is or could be the origin of additional discipline problems.
PL	Number 4 "Communication in foreign languages" (82,4 % building).
RO	The hardest to be improve is number 2 "Flexibility of the School Curriculum" to match the skills required by the European Dimension.
E	Definitely, the participation of the whole educational community.

**17) Which aspects you should improve to better implement the project in your school community?**

FIN	We need more students to get more resources.
GR	What I would improve has nothing to do with the project itself. I would have to change the structure and operation of my school community, so that it is better organized and more flexible to materialize all aspects of a programme. And there needs to be involvement of more colleagues in the project in order for them to better understand its rationale and the expected benefits on themselves and the learners.
I	Involve more colleagues actively (it requires a lot of daily efforts); share results using different channels; Internal Dissemination performed on a regular basis.
LT	Increase the integration of the project in our lessons.
PL	From the feedback we have noticed that the dissemination in our school should be improved.
RO	For a better implementation, we should improve the current teacher's mindset about their role to develop a future society and European Awareness.
E	<p>It is a must to improve the level of English in our classes. We are a non-bilingual school and the amount of English sessions are not enough to achieve a complete linguistic competence. We have noticed a substantial improvement in the practice of the foreign language during this project year. The students have used the language to communicate making this learning more meaningful and real.</p> <p>Given the importance of English as a vehicle to communicate and learn new concepts inside and outside the classroom, we are going to organize classes in small groups to give more practice time in oral expression (essential skill to acquire a complete linguistic competence).</p> <p>Besides, we have learned the importance of disseminate our work to families, to the neighborhood and even to the city, giving rise to the creation of blogs, publications in the local press or appearances on the radio.</p> <p>Also, and through the periodic evaluations carried out by the project members, we have analyzed our work and we have shared it with our European colleagues assessing the positive aspects of our school and those ones that we have to improve.</p>

**18) Have you changed your ordinary school routine to manage the project? How?**

FIN	The project is one of the most comprehensive regarding learning units. We can easily include lessons in the project.
GR	I spend more time after hours at school to take care of technicalities and the organization of mobilities, to finish paperwork, to work on dissemination of the project, to discuss about the progress of the project with colleagues and get feedback.
I	I am trying to keep my routine as usual but many extra hours are required to organize and follow the project organization. Great planning skills are required to avoid duties overlapping

	and it can be a source of stress.
LT	Yes, we have changed our ordinary school routine to manage the project. We integrated our project in the curriculum. Mostly in English lessons, IT, primary school subjects.
PL	No, there were no additional changes in the school routine to manage the project. In fact it was my duty to overcome any unexpected problems
RO	No.
E	In order to prepare some of the activities related to the project that we have done, we had to organize topics with other teachers in order to prepare a CLIL activity using different areas of the curriculum.

**19) What do you think about the way the partnership has been interacting?**

FIN	It is very important for the success of the project.
GR	The partners have developed a great rapport with each other both through online communication and wholehearted interactions during the mobilities. There is good will and friendly predisposition from all partners and everyone is contributing to the project. The coordinator's role has been crucial in assigning responsibilities to each delegation and in encouraging, supporting and maximising exchange of ideas and opinions.
I	All partners are very motivated, pro-active and they have excellent skills to cover all aspect in the project: language, ICT, multimedia, educational knowledge, desire to experiment new approaches. They are also great people: friendly, nice and genuine.
LT	An excellent cooperation between partners and the sense of shared ownership of the project.
PL	The interaction between partners goes smoothly probably due to few communication channels (emails, Project website, TwinSpace, WhatsApp, Facebook,)
RO	We have a very good coordinator who opens a lot of methods to communicate with all teachers involved in project (email, WhatsApp, eTwinning, site of project...) and all local coordinators and involved teachers were and are very communicative with high relational skills.
E	At first, all the members of this project have been involved in it. All the teachers have always been willing to share new experiences and share different opinions. The coordination of the project has been fluid and dynamic.

**20) Are you satisfied with the support you received by your school colleagues so far?**

FIN	We are not, because one of our teacher didn't want to cooperate. Now we have a new colleague.
GR	Indeed I am, as the majority of them have shown interest in the project and have been immensely supportive but a few of them have not been eager to provide support in any way.
I	Yes I am. Everyone I asked for support gave me a positive response.
LT	Yes, we are satisfied with the support we received by our school colleagues.
PL	I am very satisfied, in fact without their support I would not be able to implement the project the way it has been done.
RO	Almost.
E	In general almost all teachers have supported us in all the decisions that had to do with the Erasmus project, although it is true that sometimes it has been difficult to coordinate the general functioning of the center with the days of internships abroad, since the Public administration does not contemplate the lack of teachers in those days and the substitutions have to be covered by other teachers.

**21) Are you satisfied with your partners' support and performances?**

FIN	Each partner has made their own contribution brilliantly. It's great to be in this group.
GR	Although this is the only experience I've had with an Erasmus KA2 project, I am absolutely satisfied with our partners so far, they have met my expectations and have successfully responded to the demands of the project.
I	100% satisfied. I was lucky to find the right partners, they are all highly motivated and ready to get involved. Moreover they are always ready to give a personal contribution to new activities and ideas to improve the project experience.

LT	Yes, we are satisfied with the support we received from partners and performances.
PL	I am extremely happy with all our partners. I thought that the project would have been just another one but in fact it revealed how much we, teacher should learn to fulfill the project.
RO	Yes, I am satisfied.
E	Yes, we are. It has been a pleasure to work with all these amazing colleagues and it is an incredible opportunity for learning new and interesting things related to education.

## 22) What is your school-staff learning from this project?

FIN	You have to be open-minded to try new things. Then change for the better is possible.
GR	The teachers are affected by the project in that they evolve professionally and get to know new teaching perspectives but also move away from traditional, teacher-centered and content-focused practices to focus on skills building through topics and learner-directed techniques. They are also invited to collaborate more, to develop their own social and digital skills in order to communicate within the team and with the partners. They are learning to work together as part of a small team in the school as well as a bigger team in the whole project.
I	Exchange of good-practices is a unique experience and nothing can replace the opportunity to see how different school systems work abroad. They are learning that European projects are worth the effort.
LT	International communication. Still this moment we had three face-to-face meetings but we also had many virtual meetings (through Skype). In my opinion, the frequent communication among the partners was very important and helped to solve difficulties during the project. School staff feel inspired and valued.
PL	We've learnt that LongLifeLearning process is not just a term but it really should be implemented especially among the teachers who are convinced they are experienced .
RO	The school-staff is mostly learning about the possibility to compare European Curricula, to exchange teaching experience, to discover new teaching/learning methodologies.
E	The school staff have learned a lot of things relate to new technologies. Moreover, we have learned how to share our work with all the school community using different apps, such as: Class Dojo, blogs, E-twinning... Also we have learned some useful techniques from our colleagues and the vast majority of teachers team were very interested in establishing contacts with other European colleagues. Consequently, they are interested in improving their English to make those international relations more fluent.

## 23) What are your students learning from this project?

FIN	Pupils can use new programs and dare to try new things. Interest in English studies has increased considerably. Pupils have been offered new ways to learn, which is very important.
GR	My students are the ones who have benefited more from this project and show increased levels of motivation, initiative and commitment to tasks assigned. They are also changing their mentality about the focus on content and there is obvious progress in development of different skills as they have been taught skills that are new to our education system, throughout this project Through real communication (via letter exchanges, teleconferences, etwinning forum discussions) with students from the partner countries they are developing their European identity and sense of citizenship.
I	Pupils have bee indirectly affected by the experience teachers are doing; moreover they see their activities often published on the project blog where we share materials with all the partners. Their European awarness is improving a lot.
LT	This project is especially useful for students. They are more confident, they have the possibility to improve foreign language. Participating in this project empowered students to participate meaningfully and collaboratively in improving their experience of school, encouraging their engagement in learning and improving teacher-student relationships.
PL	Students have realized that learning can be easy and joyful at the same time but the most important is their motivation. On the other hand not only the teacher but they personally are responsible for their learning process and learning results.

RO	Our students have been developing their linguistic skills, their interrelationships skills, they have been learning to be a good host.
E	The students were very motivated with this project because they have been able to know many aspects and customs of the seven countries that are part of this project. We have also worked with Italy and Greece writing letters with the students there, in English and Spanish. The students have been able to make new friends and this makes them feel very motivated.

**24) What is the added value of participating to this project?**

FIN	We've got new contacts and friends all over Europe. We can share information and skills with each other.
GR	The personal relationships being steadily built amongst the colleagues as time progresses was unexpected. Each time we meet, we feel we are meeting old friends. Also, the diverse cultural experiences of the partner countries have made a great impression on me that will last for life.
I	Exchange of good practices related to the European Skills. Human enriching process as well.
LT	Cooperation in the integration, openness with tolerance (we understand and accept others and learn from them), cultural exchange .
PL	Being supervised by a very experienced and highly motivated coordinator.
RO	For our school the added value is the value of human communication and collaboration between all teachers and all schools.
E	<p>-Undoubtedly one of the most important aspects of this project is the fact of being able to share educational experiences with other European colleagues. Attending the training courses has been a gift since all the proposals have been carefully selected, interesting and very useful for our classes.</p> <p>-Having the opportunity to learn new things and being able to share them in our school.</p> <p>-The diffusion of the project is giving us prestige in the neighborhood and increasing the number of enrollments.</p> <p>-We have periodically evaluated our actions as teachers to be able to improve them in the future. Each school assessed around the 14 Elements of dimension established by the SAT-School Assessment Tool and checked his evolution during the next 2 years.</p> <p>-There has been a spontaneous interest to discover, investigate or ask about the culture of our European colleagues.</p> <p>-We have found a place in school schedule to meet with other teachers of the school, plan activities together or/and share experiences.</p> <p>-Our digital competence has improved substantially. Teachers and pupils, we have been involved in regular multimedia experiences such as Skype Sessions. and we have learnt many ICT resources to be applied in our daily classes.</p> <p>-The mobilities offer lots of benefits:</p> <p>-It reduces the stress and anxiety of a hard work day and gives you a better emotional state.</p> <p>-Increase your communication and social skills.</p> <p>-Open your mind and expand your horizons. Travelling is the best solution to get rid of stereotypes and prejudices.</p> <p>-Help you be more empathetic. Changing the context and immersing yourself in a new city and a previously unknown culture offers you the possibility to relativize your daily problems and put yourself in the shoes of other people.</p>

**25) According to your personal view, how can this project be improved?**

FIN	We make good cooperation and everything is fine and The most important are the people in this project. So I would not change anything.
GR	-
I	I have to increase the level of involvement of my overall school environment.
LT	Everything is perfect.
PL	I would like to give our students a chance of online lessons run by foreign teachers. It also might be interesting and challenging for our students to do some tasks and activities proposed by teachers from partner schools.

RO	According to my personal view, the project coordination, the collaboration and all project aspects are perfect and there is nothing in need to be improved.
E	At administrative level, I think it is important that the centers should be equipped with more human resources to supply those that are being trained.

**26) What are your current expectations after 10 months in this project?**

FIN	Expectations have grown for these brilliant people. We have had great visits to Italy, Romania and Lithuania.
GR	I hope to involve a larger number of colleagues in the second year of the project, I expect my students to remain motivated and I anticipate that the next mobilities will be as successful as the previous ones. Finally, I expect that the final SAT results will show an improvement in the indicators my school got lower scores at.
I	I expect to use more eTwinning and to issue communications more regularly to involve my school staff.
LT	This project allowed our school to work with other schools in Europe to improve teaching and learning approaches, and the quality and relevance of education and training, expanded pupils' horizons, raised our school's profile. It has had a strong impact on the pedagogical approach of my school. As the educational content was related to the project, motivation was continually reinforced for all aspects of learning. An Erasmus+ project enabled teachers to work with partner schools on learning activities and learn from visiting teachers. The teachers were linked by joint activities, and their newly acquired competencies contributed to their personal and professional development. Teaching methods were improved. Thanks to the project, students have been able to learn effortlessly and with joy.
PL	I am eagerly looking forward to future Training events in Spain and Finland as well as learning how the Greek school overcomes multicultural classes in their school.
RO	I want to continue in the same way as so far.
E	It has been an amazing opportunity to take part in this project, the expectation for the future, without doubt we have to continue this way. We would like to incorporate the improvement proposals arising from the SAT, continue with the training and sharing experiences as amazing as we are experiencing this year.

**27) Would you like to work in future projects with some of the current partners? Why?**

FIN	Of course! See the previous answer. We like our partners!
GR	Definitely! All of them have shown professional expertise in their field, real interest and commitment to and the project. Those who have hosted us have been excellent in the organization of activities and provision of assistance. I don't think any other team would measure up to this one in the future!
I	Sure. 100%.
LT	Yes, we would like to work in the future with all the current partners. Everyone are hard working, enthusiastic.
PL	Definitely I would with all of them as everybody is very much involved and we all come from different cultural environments so cooperation enriches us a lot. I find it easy and interesting working with the project coordinator, who has a very clear idea and shares it with partners leading us smoothly finding the right way to cooperate with different characters.
RO	Categorically!!! Because the coordination, communication and collaboration in this project, the quality of participants, the quality of ideas and of sense of humor during the project are the best!!!
E	As we talked in the last mobility in Lithuania, we have to prepare another project to continue enjoying, learning and sharing new experiences with all the teachers that are part of this Erasmus.

**28) Any further personal comments or reflection**

FIN	This is the third international project for us and definitely the best!
GR	-
I	I hope to keep the same partnership for further EU projects and to include more members.
LT	Thank you coordinator and partners for collaboration in this project.
PL	I am amazed how lucky I am to be a part of this project and hope that personally and as a partner school we do reach the expectations.
RO	Another future project is mandatory because we need to continue the great subjects about European educational systems which we just started last year. This subject is so vast, and we have a lot of work....
E	We are very grateful to have the opportunity to participate in this project so enriching for the center, the students and for us. We hope to be up to date in the organization of Spanish mobility next November.



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