

Erasmus Plus Project “ Small Towns... New Challenges”

FINAL EVALUATION REPORT

The project began in September 2018 and it could be ended in June 2020, but it was postponed until May 2021 due to force majeure caused by Covid 19 pandemic. All partner schools have undertaken to carry out the activities planned. The final results are positive.

Activities in October 2018

A1- Working on logo project.

Thinking of ideas for the first meeting in San Viator School in Sopena, Spain.

Meeting with families to present the project.

Choosing students to take part in the project and in the mobility.

Activities in November 2018

A3- Study of social enterprises.

Proposal for a mini company.

Ideas for sustainable tourism.

Proposals and ideas to attract people in small towns.

Platform etwinning.

Activities in December 2018

A4- Video presentation of students immersed in the project using maternal language and subtitled in English.

Collecting of traditional recipes.

C1- First mobility in Centro San Viator, Sopena(Spain). 10th 15th Dec 2018

Protocol evaluation.

Initial survey.

Online administration of the evaluation survey in Sopena.

After trip survey on the meeting in Sopena.

Activities in January 2019

A10- Implementation of the web space.

A9 - Local market study.

A5 - Collecting local and traditional recipes in mother tongue and English.

Photos of dishes.

Gastronomy.

Preparation of the recipes book to show it in the second meeting.

Activities in February 2019

A6- Collaboration of the families.

Collaboration with local institutions.

Visit local entrepreneurs.

A5- Collecting of all pictures, videos and texts

Activities in March 2019

C6 - Second mobility in Nachalno uchilishte Sandanski, Razlog (Bulgary). 24th 29th March 2019

Presentation of the recipes collection book.

C1- Protocol evaluation

Presentation of After Trip Survey in Sopena.

Online administration of the evaluation survey in Razlog.
After trip survey on the meeting in Razlog.

Activities in April 2019

A5- Preparation for the printing of the recipes book.

A16- Visit a local sustainable economy companies.

Activities in May 2019

A17- Participation in activities scheduled by local institutions.

A4- Collecting activities carried out in digital presentation.

C2- Third mobility in Szkoła Podstawowa im. Ks.pralata Josefa Bigusa w Banino, (Poland)

20th/25th May 2019.

Presentation of After Trip Survey in Razlog.

On line administration of After Trip Survey in Banino.

Activities in June 2019

P11- Publication of the recipe book.

Activities in October 2019

C3- Forty Mobility in Agrupamento de Escolas de Alvide, Alcabideche, (Portugal).

Presentation of the After Trip Survey in Banino.

Administration of the After T Survey in Alcabideche/Cascais

Activities in November 2019

P12- Marketing strategies for book sales.

Activities in December 2019

P10- Local, national, international diffusion at the physical level: review paper, newspapers and digital diffusion. Mini-imprese.

Activities in February 2020

P22- Creation of a calendar including the actions carried out.

Activities in March 2020

The project is interrupted due to force majeure (Covid-19 pandemic)

The project is postponed to May 2021.

Activities in April 2021

C5- First Virtual Mobility in C.E.I.P. N.tra. S.ra. de la Cabeza in Maria (Spain)

Presentation of After Trip Survey Mobility in Alcabideche, Portugal.

Administration of the After Trip Survey in Maria.

Activities in May 2021

C6- Second Virtual Mobility in Istituto Comprensivo S.Stefano di Camastra in S.Stefano di Camastra (Italy).

Presentation of the After Trip Survey in Maria.

Administration of the After Trip Survey in S.Stefano di Camastra.

Final evaluation report.

Closing of the project.

STEPS OF THE EVALUATION

EVALUATION PROTOCOL

At the beginning of the project we established an Evaluation Protocol as a guideline to measure the progress and the success of the project. The main points are:

- What we want to evaluate.
- How we evaluate it.
- When evaluate.
- Who evaluates.
- Evaluation reports.

INITIAL SURVEY

The initial survey was only given to the students that took part in the project. The survey aims to test pupils' knowledge of entrepreneurship, of future work and of traditional cuisine. Most of the students are 9/10 years old (primary school), a few are 11/13 aged (secondary school).

About 90% know the meaning of "entrepreneur" and want to meet new friends. More than 57% know the Erasmus Plus Project. As regards the future work they would like to be professionals, artists, computer scientists or work in the social sector. They like to get a job in their own country. They like cooking and know the local food of their own country. Most of them use internet and social networks.

MONITORING ACTIONS

The monitoring action, which aims to assess the quality of the project, is divided into two different phases: the first is aimed at verifying the satisfaction of the participants at the end of each mobility, the second is aimed at verifying the outcomes of the project in each Institute, at the end of the same. In each phase specific questionnaires are structured to be given to:

- **teachers involved**
- **students involved**
- **families involved**

As for the questionnaires related to mobility, a distinction is made between the subjects (teachers, students and families) of the host countries and those of the hosted countries. The questionnaires are given online, anonymously, using Google modules. The following **indicators** are taken into consideration:

- **Host families:** communication with students, communication with students' families during and after the trip, transport organization, type of activity carried out together with the students, pleasing and not welcome aspects to the experience, aspects of cultural relevance of the experience, desire to repeat the experience.
- **Families of hosted students:** number of similar experiences made in the past, communication with the child during the trip, communication with the host families during and after the trip,

communication with the teachers during the trip, pleasing and unwelcome aspects of the experience, aspects of cultural relevance of experience, desire to repeat the experience.

- **Host students:** communication with other students, degree of satisfaction in having shared the house with other students, level of communication with other students differentiated by individual countries, places shown with satisfaction, type of activity shared with the hosted student, evaluation of the activities carried out during the week, welcome and unwelcome aspects of the experience, aspects of cultural relevance of experience, desire to repeat the experience

- **Hosted students:** communication with other students and host families, communication with the family, communication with teachers, degree of satisfaction in having shared the house with other students, degree of satisfaction with food, level of communication with other students differentiated by individual countries, type of activities shared with the host student, evaluation of activities carried out during the week, welcome and unwelcome aspects of the experience, aspects of cultural relevance of experience, desire to repeat the experience.

- **Coordinating teachers:** communication with students, communication with teachers, communication with families, mobility organization, organizational aspects, places shown with satisfaction, ability of students, skills of teachers, activities of the week, welcome and unwelcome aspects of experience, aspects of cultural relevance of the experience, educational differences with other countries, desire to repeat the experience.

- **Participating teachers:** communication with students' parents, communication with students, communication with teachers, information to parents on mobility, organization of mobility, forecasts on the organization of mobility in one's own country, assessment of organizational aspects, skills of students, proficiency of teachers, evaluation of the week's activities, aspects of cultural importance of experience, educational differences with other countries, desire to repeat the experience.

RESULTS OF THE QUESTIONNAIRES AFTER THE MOBILITY IN SOPUERTA (SPAIN)

10/15 DECEMBER 2018

- Host families (2 answers)

The sample is not very significant, as only two families out of 15 responded. The answers are all positive. The activities indicated are shopping and cinema. No cultural aspects are mentioned, welcome and not.

- Hosted student families (8 answers)

For the most part this is the first experience (75%). Everyone communicated well with their children, with families and teachers during the trip. 75% maintained communication with families even after the trip, 25% only in part. Among the welcome aspects are above all welcome and availability of the host school and families. The cultural aspects highlighted are: uses and cultures of different traditions, different study methods. No negative aspects of the experience were highlighted. The 100% would like to repeat it.

- Host students (11 answers)

The communication level was 85% good. The level of satisfaction in having shared a home and room is high for all respondents, 63.6% say they communicated more with students he / she hosted, in the order the students with whom communication was easier are: Italian (45,5%), Spanish (27.3%), Bulgarians and Poles (18.2%), Portuguese (0%). To highlight the difficulty of communication with the Portuguese students. The places that have been shown with greater satisfaction are the country, the family, meeting places with friends. The most shared activities were those related to meals and school activities. 54.5% took the time together to watch TV. Among the activities that which received the most support was the presentation of the schools and the Bizkaia Parkea. The welcome aspects appear to be: knowledge of new friends, new places and gastronomic uses. The aspects not welcome were: little information from the families, little time to spend with the hosted student, the people of other places, the rain all days, short time. The cultural aspects highlighted concern mostly the knowledge of the language. Everyone would repeat the experience.

- Hosted students (13 replies)

93% said they communicated well, those who did not, attributed it to the difficulties of the interlocutors in speaking English, everyone communicated well with their family and teachers. All judgments on sharing the house have been positive. Almost everyone declares themselves satisfied with the food. The majority part communicated better with students and host families. The most shared activities were those related to meals and school activities. 61,5% employed the time together to watch TV. All activities were welcome, especially going out with the students, the visit to the caves and the Bizkaia Parkea. The most welcome aspects were: communication with others students, the reception of families and the school, the activities carried out at school. The cultural aspects highlighted are those related to food, knowledge of the language and place. The undesirable aspects: food at school and the exclusion from the activities of school pupils who did not host children from other countries.

- Coordinating teachers (4 answers)

Communication was positive, especially with students and families. Overall positive too the organization of mobility, some difficulties in paperwork and certificates. Very good evaluation of the various organizational aspects, the not entirely positive data for paperwork and certificates returns. Places shown with satisfaction are: Sopuerta (75%), Bilbao (50%), (school (50%). As for the students' abilities, it does not appear the level of English is very high, while it is positive (4/5) TIC skill, knowledge of the project, interest in project, interaction with students from different countries, team work, respect to others. The skills of the teachers are positively evaluated (4/5). At a level of 3/4, English language and TIC skills are attested at a level 3/4. All the activities of the week are positively evaluated. The welcome aspects were: comparison with others colleagues on methodologies and educational systems, involvement of families and pupils in the project, opportunity to speak English. Of the undesirable aspects, only English speaking is detected. The highlighted cultural aspects concern gastronomy and information on other schools. The educational aspects mentioned are the following: timetables, methodologies and classroom material. Most of them would like to repeat the experience.

- Participating teachers: (8 answers)

100% communicated well with parents, students and teachers. As for the skills of the students the assessments are positive, lower levels for English. The assessment of the skills of the teachers was also positive. The evaluation of mobility organization and organizational aspects is positive, but a lower evaluation is recorded regarding the budget management item. Positive also the evaluation of the activities, less than the lunch at school. The following are welcome aspects: territory, food, Spanish and Basque language, traditional dances and music. Different educational aspects are

highlighted: school organization, school curriculum, methodology, after school activities, workshop, private schools, learning Basque and Spanish. Everyone would like to repeat the experience.

RESULTS OF THE QUESTIONNAIRES AFTER THE MOBILITY IN RAZLOG (BULGARY)

24th-29th March 2019

- Host families (5 answers)

The answers are all positive. The activities indicated are shopping, cooking, taking students to school, farwell dinner, watching TV. The whole experience was interesting to learn English, to make friendship and to know a different country. .

- Hosted student families (8 answers)

For the most part this is the first experience (75%). Everyone communicated well with their children, with families and teachers during the trip. 87% maintained communication with families even after the trip, 12% only in part. Among the welcome aspects are above all welcome and availability of the host school and families, living together, emotions and experiences helping to grow up. The cultural aspects highlighted are: uses and cultures of different traditions, different study methods, differences in food, time zone, writing. No negative aspects of the experience were highlighted. The 100% would like to repeat it.

- Host students (6 answers)

The communication level was 100% good. The level of satisfaction in having shared a home and room is high for all respondents, 66.7% say they communicated more with students he / she hosted, in the order the students with whom communication was easier are: Bulgarians and Portuguese (50%), Spanish 33%, Italians and Poles (16%). The places that have been shown with greater satisfaction are the school, the family and home. The most shared activities were those related to meals and school activities. Among the activities that which received the most support was the workshops at school, visit in Razlog, Dobarsko Village and Derska House, Pirin Park and Pirin Pellet Company. The welcome aspects from other students appear to be: new words from Portugal and Spain, new friends, behavior and culture. The aspects not welcome were: little time to spend with the hosted student. Everyone would repeat the experience.

- Hosted students (13 replies)

83% said they communicated well, those who did not, attributed it to himself and to the difficulties of the interlocutors in speaking English, 83% communicated well with their families and teachers. All judgments on sharing the house have been positive. Almost everyone declares themselves satisfied with the food. The majority part (58%) communicated better with hosting students and hosting families, 50% communicated better with Bulgarian and Portuguese students. The most shared activities, 75%, were those related to meals and school activities. 50% employed the time together to watch TV. All activities were welcome, especially being home, going out with the students, attending lessons, workshops, visit to Pirin Park, Bansko, Blagoevgrad. The most welcome aspects were: sharing home, new friends, the town, the school, travelling by plane, taking care of oneself. The cultural aspects highlighted are those related to food, knowledge of the language and place, orthodox

religion, using English. The undesirable aspects: food, difficulties to speak and understand English in the families. 83,3% would repeat the experience.

- Coordinating teachers (6 answers)

Communication was positive, especially with students and families. The organization of mobility required a normal commitment, it was easy and short in general. Some difficulties in preparing program, paperwork and certificates. Very good evaluation of the various organizational aspects. Places shown with satisfaction are: school, students, Rila Monastery (100%), Razlog (66,7%), Pirin Park, Bansko, Blagoevgrad, colleagues (50%). As for the students' abilities, it does not appear the level of English and the TIC skills are very high, while it is positive (4/5) behavior, knowledge of the project, interest in the project, interaction with students from different countries, team work, respect to others, capacity to follow instructions, punctuality. The skills of the teachers are positively evaluated 5. English language and TIC skills are attested at a level 4. All the activities of the week are positively evaluated. The welcome aspects were: working with others colleagues, exchanging experiences, meeting foreign people and new culture, communication within the families. Of the undesirable aspects, children age differences is detected. The highlighted cultural aspects concern new words, team work, manners, cultural and social differences, Bulgarian landscape. There are no significant different educational aspects. Most of them (83%) would like to repeat the experience.

- Participating teachers (8 answers)

100% communicated well with parents, students and teachers. As for the skills of the students the assessments are positive, lower levels for IT skills and knowledge of the project. The assessment of the skills of the teachers was also positive. The evaluation of mobility organization and organizational aspects is positive. Positive also the evaluation of the activities. The following are welcome aspects: orthodox religion, territory, food, Bulgarian writing language, traditional dances and music, greetings. Different educational aspects are highlighted: language, school organization, school methodology, discipline, respect. Everyone would like to repeat the experience.

RESULTS OF THE QUESTIONNAIRES AFTER THE MOBILITY IN BANINO (POLAND)

21st– 24th May 2019

- Host families (no answers)

The sample is not very significant, as no families out of 15 responded.

- Hosted student families (2 answers)

It was the first experience . Everyone communicated well with their children, with families and teachers during the trip. They maintained communication with families even after the trip. Among the welcome aspects are above all welcome and availability of the host school and families, the good organization if the whole experience. Kids learnt how to be more responsible. The cultural aspects highlighted are: food, hospitality, music, listening different languages. No negative aspects of the experience were highlighted. The 100% would like to repeat it.

- Host students (no answers)

The sample is not very significant, as no students out of 15 responded.

- Hosted students (6 replies)

83,3% said they communicated well, some used a mobile phone app. All students communicated well with their families and teachers. All judgments on sharing the house have been positive. It was funny and interesting sharing a room. Everyone is satisfied with the food. The majority part (66%) communicated better with hosting families, Portuguese students and Spanish students. 50% communicated better with Bulgarian, Polish and Italian students. The most shared activities, 66%, were those related to meals and school activities. 33% appreciated the farewell dinner. All activities were welcome, especially being home, going out with the students, workshops, visiting Banino, and the city game, visiting Ecofarm in Wyczech, baking bread in Szymbark and the House upside down, visiting Gdansk city center, Sopot and the Pier. The most welcome aspects were: meeting new foreign friends, Gdansk and Szymbark, speaking English, food, families. The cultural aspects highlighted are those related to food, language, Christian religion, amber stone, music, tradition. The undesirable aspects are related to food, some host families and students, activities late in the afternoon. 100% would repeat the experience.

- Coordinating teachers (11 answers)

Communication was positive, with students, teachers and families. The organization of mobility required a normal commitment, it was easy but long in general. Some difficulties in adjusting budget. Very good evaluation of the various organizational aspects. Places shown with satisfaction are: school, students, colleagues, school, Banino, Gdansk (100%), Szymbark (100%), Sopot and the Pier (100%). As for the students' abilities, the level of English is intermediate (3), the TIC skills, behavior, respect to others, capacity to follow instructions are high (4), it is positive (5) knowledge of the project, interest in the project, interaction with students from different countries, team work, punctuality. The skills of the teachers are positively evaluated 5. English language is attested at a level 4. All the activities of the week are positively evaluated. The welcome aspects were: meeting in general, talking about the project, showing the school. Of the undesirable aspects, children age differences is detected. The highlighted cultural aspects concern cultural and social differences. There are no significant different educational aspects. The experience is to be repeated.

- Participating teachers (10 answers)

100% communicated well with parents, students and teachers. As for the skills of the students the assessments are positive, lower levels for performance skills and English level. Knowledge of the project. The assessment of the skills of the teachers was positive in general. The evaluation of mobility organization and organizational aspects is positive, it was normal, sometimes difficult but short. Positive also the evaluation of the activities (4/5). The following are welcome cultural aspects: Polish food, difficult language, traditional dances and music, people conditions in the past, respect of the environment, behavior, values, purity, history related to German and Russia, amber trade, architecture, Polish deportation to Soviet concentration fields, Gdansk harbor as a strategic commerce point, the towns. Different educational aspects are highlighted: language, school facilities and organization, school methodology, the gym, the canteen, elementary school is not subdivided, regional language is an option in the curriculum, well- functioning school in a small village, the school area. Everyone would like to repeat the experience.

RESULTS OF THE QUESTIONNAIRES AFTER THE MOBILITY IN CASCAIS (PORTUGAL)

21st - 26th October 2019

- Host families (no answers)

The sample is not very significant, as no families out of 15 responded.

- Hosted student families (8 answers)

This is the first experience (100%). Everyone communicated well with their children, with families and teachers during the trip. All of them maintained communication with families even after the trip. Among the welcome aspects are above all friendships, travelling abroad, destinations, adaptation, develop problem solving skills, positive emotions for their kids and new experiences helping to grow up, socialization, using English language. The cultural aspects highlighted are: learning the habits of Portugal, learning about school environment, food, language, art, architectural and natural landmarks. All positive aspects of the experience were highlighted. The 100% would like to repeat it.

- Host students (1 answer)

The communication level was 100% good. The level of satisfaction in having shared the home and the room is high for the respondent. He communicated more with Portuguese and Bulgarian students. The places that have been shown with greater satisfaction are the school and the family. The most shared all activities. He quite appreciated all activities: workshop at school, sharing the room, visit Lisboa, Mafra Convent and Palace, the Oceanarium, selling products, tourist bus, driving along the coast, Quinta de Pisao, Conde Castro Guimareas Museum. The welcome aspects appear to be: new friends, visits new places, learn about Portugal, Poland and Italy. He appreciated everything. He would repeat the experience.

- Hosted students (14 replies)

100% said they communicated well, with the students, their families and the teachers. All judgments on sharing the house have been positive. Everyone declare themselves satisfied with the food. The majority part (23%) communicated better with hosting students and hosting families, 11% communicated better with Spanish students, 6% with Italian students. The most shared activities, 93% were those related to meals and school activities, shopping. All activities were welcome, especially being home, going out with the hosting family, Cascais market and selling products, tourist bus, Lisboa Oceanarium, Mafra Convent. The most welcome aspects were: hosting family, hospitality, new friends, new places, flying, travelling with friends, making desserts, selling products, group activities. The cultural aspects highlighted are those related to food, habits, hospitality, knowledge of the language and place, Portuguese language, No undesirable aspects, everybody liked everything, just the lack of home and food. All the hosted students (100%) would repeat the experience.

- Coordinating teachers (3 answers)

Communication was positive, especially with students and families. The organization of mobility required a normal commitment in arranging teachers meeting, workshop for students, finding teachers to help with activities, adjusting budget, arranging lunch and dinner for teachers, finding hotel, paperwork and certificates. Finding host families and preparing program was difficult and long. Arranging transfers and transport during the week was easy and short. Matching the students was difficult but short. It was easy and long arranging tours. Very good evaluation of the various organizational aspects. Places shown with satisfaction are: school, students, colleagues, headquarter, Lisbon. As for the students' abilities, the level is positive in behavior, interest in the project, interaction with students from different countries, teamwork, respect to others, capacity to follow instructions, punctuality. The skills of the teachers are positively evaluated 5 such as the knowledge

and the interest of the project, team work, respect of the others, interaction with students and teachers from foreign countries, punctuality. English language and TIC skills are attested at a level 4. The activities of the week are positively evaluated above all dinners, Cascais, Conde Castro Guimaraes museum, tourist bus to Lisbon, Oceanarium, Mafra Convent and Palace. The welcome aspects were: hosting foreign teachers, showing the country, working with others colleagues, exchanging experiences, meeting foreign people and new culture, provide aspects of Portuguese school and life. Of the undesirable aspects: feeling overwhelmed with the work, schedule times, intense week. The highlighted cultural aspects concern learning about partner countries, empathy for the others, diversity and identity, sharing experience, feeling the beauty of Cascais area, the kindness of school community. There are some significant different educational aspects in writing, calculating, studying the environment, how to promote a business. All of them (100%) would like to repeat the experience.

- Participating teachers (8 answers)

100% communicated well with parents, students and teachers. As for the skills of the students the assessments are positive in knowledge and interest of the project, interaction with the others students, teamwork, respect to others, capacity to follow instructions. Medium level on IT skills, performance skills and English level. The assessment of the skills of the teachers was also positive. The evaluation of mobility organization is easy and short in general. The organization in the participating country will be easy but long. Positive also the evaluation of the activities above all transport, transfers, hosting families, help from the hosting school and teachers. Dinners, driving to Lisbon, the Oceanarium were appreciated a lot. The following are welcome cultural aspects: comparing differences and similarities in Portuguese language, food, links to the ocean, history and cultural heritage. Different educational aspects are highlighted: school organization, methodology on teaching and learning, fine living, taking care of the environment, lunch facilities at school, Portuguese education. Everyone would like to repeat the experience.

RESULTS OF THE QUESTIONNAIRES AFTER THE FIRST VIRTUAL MOBILITY IN MARIA (SPAIN)

12th -19th April 2021

At the end of the virtual mobility in C.E.I.P. N.tra S.ra de la Cabeza in Maria, each school received two questionnaires, one for students, one for teachers.

Students

The virtual mobility was appreciated by almost 80% of the students. All students loved the workshop proposed by each school. Everybody loved the live broadcasting presentation of the school and the town of Maria. As regards the cultural aspects all students were welcome the sights of Maria, customs, ancient clothes. They learned Spanish and Basque simple words by means quiz games and in an entertainment way. They learned about symbols of each country. All students learned the names of traditional dishes of the partner school. Students need the necessity to practice English to talk to students from different countries. The 80% of the students would like repeating the experience.

Teachers

The organization of the virtual mobility was quite easy and it was highly rated. All teachers appreciated the behavior of the students, performance skills, their interest in the project and in the team work. Teachers think students have to improve ITC skills and English level. The special

workshop of each country was widely rated. All teachers welcome to get the opportunity to meet again virtually and interact with all students and teachers. Some aspects of the virtual mobility did not like such as the regret of not having had direct and physical contacts and they couldn't actually travel. Sometimes the sound was not good. Positive aspects are get acquainted with the peculiarities of the partner countries, artistic traditions, familiarity with the materials used. Almost of them love repeating the experience.

RESULTS OF THE QUESTIONNAIRES AFTER THE SECOND VIRTUAL MOBILITY IN SANTO STEFANO DI CAMASTRA (ITALY)

17th-24th May 2021

At the end of the virtual mobility in Istituto Comprensivo S.Stefano di Camastra each school received two questionnaires, one for students, one for teachers.

Students

All students loved the virtual mobility and the special workshop proposed by each school. They welcome the live broadcasting presentation of the school and the town of S.Stefano. As regards the cultural aspects all students appreciated the sights and the landscape, food and handcraft ceramic. They learned Italian language and some cultural aspects. Quiz games and language games facilitated understanding and learning in a funny way. They learned about local traditions of each country. All students learned the names of traditional local crafts. Students realize the importance of speaking English to meet students from different countries. All the students would like repeating the experience.

Teachers

All teachers find normal the organization of the virtual mobility. They rate students behavior very well. The interest in the project, team work and performances skills are appreciated a lot. This project helps students to develop their ITC skills and English level. Workshops are presented with great teaching professionalism and competence. Virtual meeting is an opportunity to meet the partners, but it is different than the reality. A negative aspect is the lack the human contact, and being in a real place. Virtual meeting was confirmed as an important educational opportunity to enhance knowledge of the English language and different cultural aspects. We get in touch with different social and educational realities that are enrichment source for all project participants.