Erasmus+

Stage C2 and C3 (from January – to June February, 2022)

1. **Describe briefly the pandemic conditions in your country and how they changed the education activities in your school (from January – to June of 2022).**

Lithuania: From January to June of 2022 our school worked under some restrictions. Students had lessons but students' movement flows were restricted, and we couldn't organize large gatherings of people, some of the educational activities outside school were closed. Even though the school has been working many students didn't attend classes due to sickness, so to accomplish the tasks we needed much more time. The project activities were organized and done without any other problems.

A lot of families in our school district were against vaccination and our choosing students for the project mobility was limited. Some students took part in mobility repeatedly.

Ford: We applied the pandemic rules in the education period between September 2022 and June 2022. The education was done face-to-face at the school. In particular, efforts were made to compensate for the behavioral and academic regression brought by the 1.5-year distance education of the students

Istek: A distance education infrastructure had been prepared. In this sense, considering the psychology of the children was beyond the educational decision. The primary school, middle school and high school training programs had been carried on government television channels. Our school prepared a distance education infrastructure**.**

Portugal: In January school year started one week later due to number of Covid cases. Till June restriction are lower to I rate of vaccination. Since end of May the major restriction were suspended including the use of mask. Do to this situation it was possible to perform the mobility.

Slovakia: The second term of 2021/2022 ran over normally, except some traditional epidemiological restrictions – keeping social distance as much as possible, following and focusing on severe hygiene rules, not organizing big school social events / parents´ meetings, etc. In the morning all the pupils still had to go through health filter (check of body temperature) before they entered the school. All the schools had to act in accordance to "school traffic lights for COVID 19" – a summary of rules and procedures to follow during the pandemic period. The traffic lights were turned off in May 2022, when the major part of epidemiological restrictions was canceled by Slovak authorities.

2. **How did you publicize the project activities at your school, in the country?**

Ford: Our school has an official website and social media accounts. Project activities were announced through these channels. We also put posters related to the project on school boards and classroom boards. We provide information to the authorities at parent meetings and at the state government level.

Lithuania: After each mobility, we organized a public presentation of the mobility to the school and town community, during which the students showed slides and talked about the project's activities. During the meeting of students' parents, all mobility projects and their results were presented. The school prepared a stand with photos and a short description after each field trip.
Articles appeared in the regional press, school's fb.
Istek: As Istek Osmaniye Schools, we publicized the project activities via our school's instagram account and etwinning and online meetings.
Portugal: The project was shared in 2 teachers events, where Portuguese coordinator was invited to share the development of the Erasmus project and their outcomes. One of the events was a webinar on 28 of April 2022 and the video was seen by more than 560 viewers (https://youtu.be/IUbw_IOp-e0?t=1652). On 7th of may the project was presented in a online webinar for a group of teacher via Zoom.
The activity was shared inside the school and a few teachers done some math activity with their students.
Slovakia: We constantly update the project timeline on schools website page (https://zsbenkova.edupage.org/a/erasmus-life-is-math-around-us) and school´s main website. We are currently preparing summary articles for local and national newspapers and website of the town of Nitra.

3. **What kind of difficulties have you encountered during the stages?**

Lithuania: Participating in mobile meetings was made very difficult by the unstable situation of the pandemic and the different restrictions and requirements in different countries. We have very few students who are fully vaccinated and have an international vaccination certificate.
School work has slowed down a lot due to the large number of sick students and teachers. It has become very difficult to plan and execute anything.
Pupils' vigor and mood deteriorate.
Ford: We had problems with the budget in the international education activities. We can say that we have difficulties in ensuring wide participation of students in the activities carried out at the school. In the post-pandemic return to school, students' focus problems and academic reluctance were an important factor. The heavy workload of teachers (mathematics and science departments) after the pandemic was a separate problem.
Istek: Quarantine movement forced us.
Portugal: Nothing to declare. The activity we wanted to do they were done.
Slovakia: We had no serious difficulties.

4. **How have Project activities affected your students? What kind of benefit did they get?**

Lithuania: We have a lot of students who would very much like to participate in project mobility, but their parents are hostile to vaccinations and have prevented them from participating in larger student gatherings. that makes us very sad. But those who participated are very satisfied, strengthened and matured more. One mother noticed a big change in her son, he said that the child became much more confident and independent, braver to try new experiences. We included several orphaned children and a girl from a large family. All the students showed good behavior, their attitude towards other religions and cultures became more liberal, they became much more tolerant and at the same time more proud of their culture.

Ford: International student activities have had a great impact on our students. They have shown tremendous progress and created awareness, especially in terms of language development, internationalization, self-confidence and the universality of mathematics. We can observe this in the presentations they make in their classrooms on their return from the activity and in the teacher interviews.

While teaching the subjects in the lessons, the teachers of the mathematics department especially emphasized the relationship of mathematics with the environment and life. They made changes and additions to the implementation lesson plans that would contribute to the project objectives. We wanted this in the mathematics department as the project executive board.

IStek: Our students improved their English language and basic math skills and professional improvement of teachers was. They have the opportunity to visit different countries and get to know different cultures.

Portugal: The work as involved the students in high level. Students and teachers prepared the mobility and all the activities that were prepared to the event. The students created resources for the virtual reality tours, audio and video shoots and math activity to the project.

Slovakia: Last project activities were heavily influenced by the preparation of stays abroad. Students had to prepare presentations and other tasks for Turkey and Portugal so they had to work with their English teachers as well. They enjoyed both mobilities a lot. The biggest benefit was experiencing communication in English in everyday situations. They got different perspective to proper school when visiting schools abroad – they had the possibility to compare, to find differences but similarities, too. They loved sightseeing and cultural parts of each stay. Their mathematical skills improved too – it was great for them to look for solutions with new friends from different countries. All the students declared to look for other ERASMUS projects in the future and to participate.

5. Your comments on the project activities. What did you do extra?

Lithuania: We additionally work with 3D printers, we even bought another one. We are trying to involve as many students as possible in this field, which will only develop in the future. Students create simple works, model.

Before the Christmas holidays, we organized a mathematical afternoon for neighboring school students. We went to them, prepared a Kahoot math quiz and played with the mental calculation cards made during the project. On March 13, we will hold a return visit. They came to our school and we spent some math hours playing team games.

Ford: Returning to school after the pandemic and adapting students to school has been a difficult and arduous process.

We can re-make the online student meetings, which we have done out of necessity during the pandemic period.

Thus, we involve more students in international interaction.

Istek: **Thanks to this project, students increased their awereness of English and improved their language skills. This project made a good improvement in students' activity and interest in math subject.**

Portugal: In 30 of may to 3rd o june portuguese team recived the Erasmus team in Portugal. To prepare the mobility the group of teacher worked with oustide enteties to crate math activity involving different subjects. We need to contact and work with Lisbon Zoo Education Team; and Orieenteering Sport Club (CPOC) to create a orieentering and Math activity routes. We presented our projet to responsible from the Lisbon Story Center (LSC) and she show interest in working with us.

We involved the mayor of Municipallity that was present in the 1st day of the mobility and vice president of city hall in the 1st and last day of the mobility.

Slovakia:

Except project activities we included following events into our school schedule:

- Mathematical workshop for mixed ability groups in grade 6 – topic: ***Average pupil of our class*** (Pupils had to measure their height, head circumference, arm length, palm size, torso length, waist circumference, leg length, shoe size and even the length of their hair, then they calculated the average)

- Development of financial literacy in grade 6 – connected to schools fundraising charity activity (collection of durable foods for young adults and families in need)

- Celebration of π day – we extended thematic Math lessons to grades 4 – 6 (more than 300 participants), Maths teachers prepared learning material for class teachers

- Exploring important Slovak Mathematicians in grade 8 – students had to find at least 3 scientists – mathematicians, contemporary or historic, and present their life and work to their classmates. Whole class then voted and chose three most interesting persons. They will be presented in English on projects etwinning – as the part of Italian project tasks.

- Symmetry of human bodies in mixed grades – in cooperation with PE teachers, we have created gymnastics figures, took pictures and art student / 9 grader, transformed people into geometric shapes – as the part of Italian project tasks, too.

- Matematický klokan 2022 (Math Kangaroo 2022) – international math competition for all grades, 311 our pupils participated, 91 were successful solvers

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