2. Project Summary

**ACCORDING TO OUR MEETING IN TURKEY THIS DOCUMENT MUST BE FILLED BY EVERY COUNTRY TAKING INTO ACCOUNT DIFFERENT COLOURS:**

***SPAIN - BLACK***

***ROMANIA-GREEN***

***TURKEY-RED***

***ITALY-BLUE***

***GREECE-ORANGE***

***LITHUANIA-PURPLE.***

**This section summarises your project and the organisations involved as partners;**

**Project summary at application time:**

Our Project is setting out in order to have a European perspective. In fact, there are seven countries members that they take part in this idea. The centres implicated are Turkey, Italy, Romania, Greece, Lithuania, Spain and Ireland.The profile that joins all the participants of this project is the great importance that we give him to the incorporation and attention to the diversity of our student body from a different and gratifying approach.Also they draw together a community of schools with a common interest to witness the enjoyment kids get from exploring different materials and techniques.The large team has been exploring the kid’s ability to interact with the world around them and the main focus is to help them build fine tune skills needed for self expression and communication. Our joint vision is to give our students opportunities to develop their understanding from a European perspective.That is why we will achieve new and motivating experiences with other European schools, as well as the application of alternative methodologies; we will contribute the children´s innovation and improvement in the classroom.We think that it is an innovative project because we are given, to the professorship and pupils, by the opportunity to put into practice the changes and methodological innovations that we are working and discovering day after day.Also it is very new able to chance impressions and ideas with teachers of other countries, to value better the communicative sense of another language and, since not, to take a constant evaluation during the development of the project, aspect that will help us to improve and understand other communicative approaches to integrate them in our educational practice.As bilingual schools, we have made that some needs of our children aren´t covered. As we are teaching two subjects in English, the students with special needs have difficulties to communicate.We think the use of methodologies such as Cooperative learning, Multiple Intelligences or Project work will help us to reach our main objectives, which are: to use ICT in order to create motivating and meaningful activities, know and share different methodologies in our classrooms, which benefit the attention to diversity and to know other countries and their cultures (languages, celebrations, methodologies, etc.).The activities will be carried out by students from 3 to 14 years old, although they will be designed according to age. Traditional tales and stories will be adapted to every level and classroom and the most important are; periodic meetings and visits to the countries partners, production of different activities related to Tales and stories: Trivial game, Gymkhana, Travel Book, Real story, and a short movie. We strongly believe that the proposed activities will benefit our students´ basic skills. The Communication skills (Reading, Writing, Listening, Speaking and Talking/Conversing) are actions that children need to develop their literary, linguistic and creative abilities. It is essential that children learn different readings, not only to increase their literary and linguistic level but also to face a rich education that develops both imagination and creativity, strengthening their self-esteem.The main reason for this project should be made to transnational level is that it will allow to begin bows of union at the personal level and professional between the members participants of different places of the world. They will put jointly on ideas, cultural traditions, and certainly works and experiences will be shared to carry out that they will facilitate the students, also in the future, an improvement of his learning.The project beneficiaries will be the entire educational community, that is students and teachers and, in addition to this, the families will be a fundamental pillar for this project, so much for his participation and interest, since for the opportunity to improve his communication.Likewise, we look for the collaboration of other entities, such as Special needs centres and Town halls, which will contribute the necessary material to include touristic elements of the environment for for activities with foreign teachers and children.The long term impact of our partnership has to do with the improvement of the quality of teaching and learning processes and the use of digital resources and also the participation in other European projects.Throughout the Project students will undertake active research; the programmed will consist of innovative participatory methods for bringing topical issues to life. Each mobility will be triggered by a relevant site visit leading to practical activities. These will provide further stimulus for intellectual debate and creative response within each school.The project will encourage a thematic approach from all schools which will focus on different forms of art e.g. painting, writing, designing, singing and dancing, acting.

**If applicable, project summary at application time in English:**

***Please provide a short summary of the completed project.***

***Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications or when giving information on a completed project. It will also feed the Erasmus+ Dissemination platform (see annex III of Programme Guide on dissemination guidelines). Main elements to be mentioned are:***

* ***Context/background of the project;***

The e-twinning project "Travelling Around Tales and stories" is a collaborative project between six countries: Spain, Greece, Italy, Romania. Lithuania and Turkey. It is also part of our Erasmus KA219 that has the same name. The idea is to work on traditional stories from different countries through innovative methodologies such as Project work and Task-Based Learning, Multiple Intelligences, Cooperative Learning etc which help us to attend to diversity in our classroom. Moreover, it is important to highlight we use ICT tools to reach our objectives ( To develop oral skills, to know customs and traditions from other countries, to create stories etc). We also planned meaningful and motivating activities(skype meetings, teamwork activities etc) because they benefit the attention to diversity, and allow our kids to meet kids from other countries and learning about their customs, traditions, etc.

To sum up, an innovative project based on stories.

* ***Objectives;***

 1. To improve the communicative approach.

 2. To use new technologies creating meaningful activities.

 3. To improve and share different methodologies which will benefit the attention to diversity.

 4. To exchange innovative activities with the members of our association.

 5. To create stories using different methodologies and digital tools.

 6. To learn traditional stories from our partners countries.

 7. To improve our writing transforming different texts types.

* ***Number and profile of participating organisations;***
1. **SPAIN. CEIP GRACIANO ATIENZA**. **Villarrobledo** (**ALBACETE)** : 400 pupils and 28 teachers. Clil Methodology, Cooperative Learning and Working through projects experience. We also are experts in Multiple Intelligences and innovative digital tools.
2. \***GREECE: OLOIMERO DIMOTIKO SHOLEIO ELATEIAS (ELATEIA**): 107 pupils, aged 6-12, and 11 teachers. Experiential and Cooperative Learning, Theater education and role-playing games, Arts and crafts, projects and use of new technologies in teaching
3. **\*ITALY. “ COMPREHENSIVE SCHOOL LENTINI-LAURIA (PZ) BASILICATA-.**

This comprehensive institution has 742 students and 120 teachers. They are expert in didactic actions, with targeted projects, through motivating paths: cooperatives learning, peer education, problem solving.

1. **\*LITHUANIA** : **Ukmerge darzelis –lopselis “Eglute”** This kindergarden school is located near Vilnius. and has 239 students. An innovative school located around a rural environment with expertise in new methodologies.
2. **\*ROMANIA: Scoala Gimnaziala Vama Buzaului** located in the department of BRAZOV. There are 426 students from 3 to 14 years old who are taught by 31 teachers. This is the only Secondary school in the village . The school has experience in national and European projects.They use modern technologies and they also use educational drama games.
3. **\*TURKEY**: **T Karşıyaka Türkbirliği İlkokulu-İZMİR-**

There are 606 students, 38 teachers in our school. The aim of our school is to prepare the students for higher education and to improve them academically and socially through their international and national projects.

* ***Description of undertaken main activities;***

### · Association logo.

### · E-twinning Project.

### · Dissemination activities through social networks.

### · An association leaflet.

### · A travelling book.

### · Skype events to talk about different celebrations and traditions.

### · Imaginative stories writing from different images.

### · Storytelling between pupils from different countries.

### · Storywriting using digital tools.

### · Exchange visits between pupils from different countries.

### · Lipdub about stories and tales from different countries.

### · Drama activities in relation to our stories.

### · Ginkana and trivial about different tales.

### · Training events about innovative methodologies.

### · Visits to cultural interest places

* ***Results and impact attained;***

FOR STUDENTS

-Improvement of their English Language

-Being aware of the importance of being European and participating in projects with other countries.

-Increasing using of ICT tools

-Learning about different cultures and languages

-Integrating the European values

-Learning different traditional stories

FOR TEACHERS

-Improvement of their language skills

-Learning new methodologies

-Sharing good practices with other schools

-Realizing the importance of opening the school to Europe.

-Increase their motivation on the usage of ICT and foreign languages.

3) BENEFITS FOR OUR SCHOOL

-Improvement of the ability to carry out projects in collaboration with other European schools

-Improvement of the quality of teaching introducing new methods and practices.

-Better knowledge about other education systems

.Gaining prestige on local area by joining an International project.

-Improvement of their knowledge about e-twinning.

-Improvement of their curriculum and integration of innovative practices.

***If relevant, longer-term benefits.* Please be concise and clear:**

* Using English for communication
* Improvement of group/teamwork in class
* Review of the curriculum with innovative ideas
* Acknowledgement of diversity
* Enhancement of the digital literacy
* Enhancement of students’ interpersonal relations
* Enhancement of students European identity
* Enhancement of the European culture
* Better understanding of the European values
* Involvement in other European projects
* Impact on the greater local community
* Inter-school affiliation

#### 2.2. Other Organisations

**In addition to the above formally participating organisations, did you involve other organisations in your project?
 *YES*** No

**Please identify those organisations in the table below:**

|  |  |  |
| --- | --- | --- |
| **Name of the Organisation** | **Country of the Organisation** | **City** |

Parent-teacher Association Greece Elateia

*\* Support – help – hospitality*

Municipality of Amfikleia-Elateia Greece Tithorea

*\* Support – help – hospitality*

Cultural Association of Elateia Greece Elateia

*\* cultural enhancement and use of the association’s library*

Decentralised Administration of Primary Education Greece Lamia

*\*administrative help and guidance*

State Scholarships Foundation Greece Athens

*\*administrative help and guidance*

Psychogios Publishers Greece Athens

*\* offering books to enhance the school library*

**Please explain the involvement of those organisations and how they contributed to the achievement of the project objectives.**

**\* See above**

### 3. Description of the Project

in this section, you are asked to give information about the objectives and topics addressed by your project;

**Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project.**

All the original objectives were met through partners’ cooperation, teamwork, correct guidance, communication, patience, persistence and will to produce a common product.

**What were the achievements of the project? Please provide a detailed description of the project results (if they are not listed in the sections "intellectual outputs", "multiplier events" or "learning, training, teaching activities"). Please describe achievements exceeding the initial expectations, if relevant.**

Please refer to section 5 Implementation for a detailes description of the Project achievements.

**In what way was the project innovative and/or complementary to other projects already carried out?**

The project’s innovative nature lies in motivating both students and teachers to engage in new methods and methodologies as evolved during the course of the Project. Moreover, they are given the chance to communicate in a different language and experience the effects of this communicative approach through the continuous evaluation of the project’s process and outcomes. Lastly, they are provided with the unique opportunity to experience and respect diversity in terms of different nationalities and cultures.

What was the most relevant horizontal or sectoral priority addressed by your project?**Max selection 1**

 Improvemement of teamwork and development of communication among partners.

**value required**

What were the other relevant horizontal or sectoral priorities addressed by your project?**Max selection 2**

Partcipation of teachers, parents and students in a Project with a European dimensión.

**In case the above selected priorities are different from the ones in the application, please explain why.**

The aforementioned priorities were not different from the ones in application.

**What were the most relevant topics addressed by your project? Max selection 3**

**In case the selected topics are different from the ones in the application, please explain why.**

to know customs and traditions from other countries

to exchange traditional stories among countries

to develop digital literacy

### 4. Project Management

**Which activities did you carry out to assess the success of your project?**

A survey was conducted giving questionnaires to Teachers, Students, Parents where they rated their satisfaction.

**How was the monitoring of the project carried out and by whom?**

Students and teachers formed surveillance/monitoring/assessment groups to check and ensure the conduct and compliance of the activities to the agreed Project objectives.

**If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, etc.)?**

Our school faced difficulty with respect to the lack of computers and relevant ICT materials, lack of an ICT teacher who would deal with digital tools, as well as lack of an English teacher who would facilitate the communication in English (she was present at school only some days of the week). Nevertheless, these hándicaps were dealth with utmost responsibility, respect and professionalism by the school staff and teachers, mostly thanks to their willingness, persistence, patience and good mood.

### 5. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

**Please describe the activities organised by your project and elaborate on the methodology you applied. Please provide detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation.**

\* Our Grant supported the activities: Association Logo, Leaflet, StopMotion, Lipdub, the handwritten Christmas cards and the Skype meetings. The details of each activity are presented below.

* **Our association logo**

DESCRIPTION AND METHODOLOGY

* Every school held a contest to choose the logo
* Every school organized a contest to choose the logo that would be the symbol of our association.
* Every country presented their proposal in Italy in our first transnational meeting.
* All the participants agreed to choose the proposal

presented by Spain. The idea was to publish our project with a logo that integrated all the participants proposals.

* Spain as a coordinator made the final idea using a digital tool called free hand.
* Our logo was published on e-twinning, on facebook, our blog, our Erasmus Corners, our Carnival parade, travelling books, school presentations, leaflet etc cause it started to be official.
* **Our leaflet**

DESCRIPTION AND METHODOLOGY

* We worked leaflets in our classrooms . The process was recorded and it appears on-etwinning. (Materiasl-videos)
* Pupils knew Microsoft publisher (ICT class )
* We wrote a leaflet using the information about every participant with a Publisher template.
* We vote our favorite.
* We send it to our Erasmus friends and made corrections.
* We finish and publish it in our school communities (Erasmus corners, copy for our families in two languages, e-twinning etc) We read it in the classrooms etc
* **Skype meetings on Christmas**

DESCRIPTION AND METHODOLOGY

* We decided to make the activity between two countries as a videoconference using skype was a tricky task if we tried to connect all the countries at the same time.
* We decided the topic (Christmas ) cause it is a way to share and learn traditions in different countries(objective in our project) and the pupils level (third grade).
* We made a test to check connectivity and sound between the countries.
* We carried out the activity using Skype. In this activity 2 classrooms spoke in English making presentations, talking about how they celebrated Christmas and they sang a carrol for the pupils from the other country. The meeting was recorded and publish on youtube and there is a sample on e-twinning (Materials-Videos).
* **Our three European Travelling Books**

DESCRIPTION AND METHODOLOGY

* We chose the pupils level for our stories.
* We formed groups in our classrooms.
* Every participant wrote two pages with two pictures
* We wrote the best story as a part of the travelling book.
* We added our part to a word document and passed it to the following country via e-mail. The last country (Turkey finished every story and invented the title)
* Stories were reviewed and corrected in our visit to Romania.
* Three e-books were created by Spain using the tool called Calameo.

Turkey gave a printed copy to every participant in Romania.

* E-books and materials were uploaded on e-twinning as a digital products and published in our schools social networks, staff meetings etc
* **Working a fable on digital tools**

DESCRIPTION AND METHODOLOGY

* Storytelling approach with padlet
* PDF file transformation into an online book using Youblisher
* The Office Powerpoint (PPT) is a presentation tool
* Animoto is a cloud-based video creation service that produces video from photos, video clips, and music into video slideshows.
* Storyjumper is a 2.0 on-line tool created to narrate and illustrate stories so it allows us to develop creativity, writing, speaking, listening, imagination, teamwork etc
* Presentation with Book Creator
* Presentation with Calameo Publisher
* **Chained reading**

DESCRIPTION AND METHODOLOGY

This activity was planned to be carried out in our project Erasmus KA219. It is a good way to attend diversity because read a story improving pronunciation. As a previous step the story was created in a collaborative way by all the participants. We took advantage we had our travelling book so we decided to read the story written by pupils aged 7, 8 and 9 years.

* **Sponsoring reading**

DESCRIPTION

- Stories from Travelling Books or Logo are chosen.

- Students prepare their story Reading with visual aids (Flashcards…)

- Stories are read to younger children during the meetings and in the schools after the meetings.

All students (Depending on school)

METHODOLOGY

- Cooperative learning.

- Sharing Reading.

- Peers Reading.

 (Both English or Project Languages (visual aids) or own language to improve Reading.

* **Lipdub**

DESCRIPTION

- Topic: Countries and culture (traditions, stories…)

- Performances could be done for the video.

- Song is chosen in the following meeting.

- Every school records its video for 1 minute. (no longer)

- Video is edited.

- Presentation in local media, social networks…

All students (Depending on school)

METHODOLOGY

- Task based approach:

- My country project:

 - Traditions.

 - Gastronomy.

- Celebrations

* **Stop Motion film**

DESCRIPTION

- A Story already worked is chosen (in next meeting) and divided in several sequences. Kindergarden book could be easier to shoot.

- Every school get a sequency and prepare it to be shot (characters, scenery, screenplay…)

- Sequence photos are taken.

- Sequences are collected and edited.

- Film Presentation.

All students (Depending on school)

METHODOLOGY

- ICT, Multiple Intelligences

* **Cooperative trivial about traditional stories**

DESCRIPTION

- Stories are chosen (same as Lip dub).

- Every country prepares a questionnaire about its story, culture,… and creates digital cards with the questions through ICT worked.

- Digital cards are shared.

- A game board is prepared.

- SS play Trivia Quiz through Skype or in the classrooms.

METHODOLOGY

- Project assessment. It will be useful to work on the quiz and Project results.

* **European Gymkhana about stories**

DESCRIPTION

- Collection of stories from Logo in a PowerPoint made of 6 images (characters, story)...

- Stories are shared.

- Every school designes a clue with their own story.

- Clues are shared and gymkhana takes place in every centre.

All students (Depending on school)

METHODOLOGY

- Multiple Intelligences (Every school will choose an intelligence to work on)

- Musical-rhythmic.

- Kinestesic.

- Visual-spatial.

- Logical-Mathematical.

- Naturalistic.

- Interpersonal.

- Intrapersonal.

* **Christmas cards: Digital and hand made**

DESCRIPTION AND METHODOLOGY

* We create Christmas e-cards using different methodologies, in pairs, groups etc
* We published them on e-twinning
* We shared them in our meetings.
* We registered the activity

**How did the project partners contribute to the project? Please detail specific competences brought in by the partner organisations.**

**Digital competences:**

* Storytelling approach with padlet
* PDF file transformation into an online book using Youblisher
* The Office Powerpoint (PPT) is a presentation tool
* Animoto is a cloud-based video creation service that produces video from photos, video clips, and music into video slideshows.
* Storyjumper is a 2.0 on-line tool created to narrate and illustrate stories so it allows us to develop creativity, writing, speaking, listening, imagination, teamwork etc
* Presentation with Book Creator
* Presentation with Calameo Publisher

**Digital competences:**

* E-twinning platform and Whatsapp (Italy)
* Facebook and Blog (Romania)

**How did other organisations - not formally participating in the project - contribute to the achievement of the project's objectives? Please explain their involvement and how they brought added value to the realised activities, including by investing their own resources and know-how.**

Please refer to section 2.2 for a detailed presentaion of each organisation’s contribution.

**What is your appreciation about the cooperation and communication between the partners and with other relevant stakeholders during the implementation of this project? What are the positive and negative elements of this cooperation process? What are the elements you would improve if you were to carry out a similar project in the future?**

**What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?**

Overall, the Project met with a succesful and rewarding final outcome as it can be stated at this momment of completion. However, it should be mentioned that during the first year of the project there was a somewhat inadeqate presentation and guidance on behalf of the coordinators, especially considering the inexperience of us as partners that participated for the first time in such an Erasmus+ Project. Nevertheless, as stated in the beginning of this evaluation, the second-year work and the partners’ good will for communication and cooperation made up for the first-year’s lax and experimenting work. Therefore, all in all, the gain of our school through the whole course of the Project was invaluable and highly rewarding, giving us the hands-on experience on which we could ground a future similar Project.

#### 5.1. Involvement of Participants With Fewer Opportunities

**Did your project involve participants with fewer opportunities in project activities?
 Yes No**

**How many participants (out of the total number) would fall into this category?**

There were **no** participants with fewer opportunities in our school. So this section is no applicable and the rest of the questions will be left blank.

**How did you support these participants so that they were fully engaged in the ongoing activities?**

see above

**Which types of situations did these participants face? Max selection 7**

see above

#### 5.2. Transnational Project Meetings

**Please describe the Transnational Project Meetings organised within your project. What was the purpose and frequency of the transnational project meetings and who participated? Please elaborate how these meetings served the purpose of project coordination and implementation. In case there is a difference between what was planned and what was implemented, please explain why.**

The **first Transnational Project Meeting** was held in Lauria, Italy (November, 2016). The topics dealt with were: presenation of schools, setting of the Project timeline, presentation of the learning/teaching/training activities regarding tales and stories, proposal and talk on the Project logo, agreement on using the e-twinning platform as the activities and communication medium, agreement on the Project leaflet for public dissemination, use of the Whatsapp tool for a direct partners’ communication, creation of a children’s book using images from a Romanian book, creation of a children’s book in between the partners, as well as agreement for the first Skype meeting on 16th December 2016 regarding Christmas and New Year customs/traditions. This Skype meeting wasn’t conducted between Greece and Lithuania due to the Lithuanians’ inability to be present. Instead, our school’s 5 and 6 graders created a video presenting Christmas customs, traditions, sweets, carols, wishes and songs. Christmas cards were exchanged within all the fellow classmates of the partners. Lastly, it was decided to conduct the first mobility with students in Spain, and the second in Romania.

The **second Transnational Project Meeting** was not held in Ireland as initially planne, but in Brussels, instead (November, 2017). Our school couldn’t be present at that meeting due to serious dificulties that hindered our trip there (health issues, budget issues).

The **third Transnational Project Meeting** was held in Lithuania inMarch 2018, even though it was originally planned for April 2018. The topics dealt with were: discussion on the digital tools and competences treated, evaluation on the tretment of diversity, discussion on the course of students with special needs and whether there was any improvement after the use of the chosen methodologies, as well as an overall evaluation of the Project followed by a discussion on the possibility of a new cooperation after the completion of the present Project.

#### 5.5. Learning/Teaching/Training Activities

**Please describe the short-term learning, teaching or training activities included in your project and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.**

It should be noted from the beginning that for all mobilities the overall objective of students’ using the English language in a communicative way, as well as students’ acquaintance with each host country’s culture, customs and traditions were succesfully reached through all the activities and the everyday life experience during each trip. Therefore, the element of the European identity was promoted throughout all the activities conducted in each mobility.

The **first students’ mobility** was held in Villarrobledo, Spain (22-28/02/2017) with 4 teachers and 4 students from our school. The activities held that also point to the competences enhanced and the project’s objectives, were: dance and drama workshops, visits to cultural heritage sights (El Greco museum, Belmonte castle, Don Quixote windmills -> all linked to the Spanish culture and the tale of Don Quixote as the final product), participation in the carnival and student parade, visits to classrooms and engagement in carnival crafts/traditional games/sports activities (aiming to promote artistic competences and multiple intelligences), presentation and training on the CLIL method by our hosts (Spain), as well as a proposal by our hosts to create 3 travelling books according to 3 students’ age range using children characters starting from Spain and that would continue their trip from one partner country to the other.

The **second students’ mobility** was held in Romania (22-28/05/2017) with 2 teachers and 4 students from our school. The activities held that also point to the competences enhanced and the project’s objectives, were: storytelling, theatre play by the Romanian students to the rest of the students, visits to sights of cultural interest (e.g. Dracula castle -> acqaintance with this Romanian cultural element and tradition), visits to the school classrooms, participation in Sports and traditional games, as well as participation in craft workshops.

The **third students’ mobility** was held in Turkey. At this point we would like to make an overall remark regarding the mobilities and meetings of the second year of the Project, as the original plan was NOT applied. Check in the previous section 5.2 for a change in the Transnational meeting that was planned for Lithuania and instead was moved to Brussels. Going back to the mobilities, the Turkey mobility was held in 22-28/04/2018 and **not** in January 2018 as originally planned. Not to mention that the Greece Mobility was originally planned for June 2018 and, as it turned out, we were re-scheduled for May 2018. So, bear in mind that for the second year (2018) Greece had to program a transnational meeting in Lithuania (**27-31/03/2018**), the re-scheduled mobility of the Turkish mobility (**22-28/04/2018**) and the Greek mobility as a host (**4-9/05/2018**). The dates are highlighted to point out the great difficulty that Greece had to face and the reason why we did not attend the Brussels meeting and the Turkish mobility. In addition, as to the Turkish mobility we should mention some Greek parents’ reluctancy and unwillingness to send their Greek students to Turkey at that specific time period due to political turbulence in betweek Greek-Turkish political affairs.

As to the **fourth students’ mobility** we should point out that we were the host country so Greece did not travel anywhere but instead the rest of the partners visited us (4-9/05/2018). The activities held were: fairytales and stories, visits to sights of cultural interest (Delphi, Thermopylae, Acropolis -> all of a high cultural value and Greek significance), visits to the school classrooms, as well as participation in Sports and traditional games.

##### 5.5.1. Participants' Profile

**Please describe the background and profile of the participants involved in the learning, teaching or training activities and how the participants were selected.**

See above for a detailed presentaion of the participants and the activities they engaged in.

##### 5.5.2. Participants' Recognition

**Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?
* Yes*** No

A Europass certificate will be issued to cover the visits according to each country’s participation.

### 6. Follow-up

#### 6.1. Impact

**What was the project's impact on the participants and participating organisations involved in the project?**

**Transnational Benefits**

* Enhancement of the cooperation among various European countries
* Better understanding of other realities other tan the European one (cultural, linguistic, etc.)
* Exchange of good teaching and learning practices

**Interdisciplinary Benefits**

* Acqaintance and Knowledge of other methodological approaches
* Acqaintance of new ways of work as well as various and different curricula

**Sectoral Benefits**

* Improvement of teamwork
* Development of communication fields among the partners

**Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?**

The project’s target groups and other relevant stakeholders included the participation of parents, teachers and students in a Project of European dimensions. The impact referred to the use of innovative experiences among teachers from various countries. The students used the English language as a means of communication. Moreover, the organisations made affiliations with other organisations within the greater European context.

**How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?**

The priorities of the Project have been succesfully met and in fact the impact is evaluated as rather beneficial. In detail, the achievements are: the quality of the teaching and learning process has been improved, the students’ digital literacy has been enhanced, invaluable experience for other European projects has been gained, the curricula have been refreshed thanks to innovative ideas, the content treated has been refreshened with a European perspective, school results have been improved, a better understanding of European values has been achieved, students with a better family/nationality, etc. background have been better integrated, organisations will change their image, the local community as well as other schools will also be benefited,

**What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.**

**Impact at the local level**

* Exchange of experiences among teachers
* Promotion of traditions and each country’s cultural identity so that various countries will get to know other European countries
* Participation of various local organisations (city hall, School for students with special needs, etc.) in the Project

**Impact at the regional level**

* Cooperation of other schools within the region to exchance educational material
* Participation in seminar at a regional level
* Advertisement of the Project through various sources

**Impact at the European/international level**

* Exchange of experiences among teachers
* Promotion of traditions, culture, etc. so that various countries will get to know other European countries
* Participation of various local organisations (city hall, School for students with special needs, etc.) in the Project
* Improvement of coordination and cooperation among organisations within the European countries
* Better understanding of the cultural elements among the European countries

**Qualitative Indicator 1**

* Participation of parents and teachers in activities

**Quantitative Indicator 1**

* Keeping a record of them for each activity

**Qualitative Indicator 2**

* Exchange of experiences among teachers

**Quantitative Indicator 2**

* Keeping a record of the activities

**Qualitative Indicator 3**

* Providing students with learning motives

**Quantitative Indicator 3**

* Questionnaire filled by the students in each country

**Qualitative Indicator 4**

* Improved team/groupwork in our schools

**Quantitative Indicator 4**

* Questionnaire filled by the teachers in each country

**Qualitative Indicator 5**

* Internationalisation of each school

**Quantitative Indicator 5**

* Forming a commitee to analyse the products/outcomes of the project

**Qualitative Indicator 6**

* Changes in the curriculum

**Quantitative Indicator 6**

* Forming a commitee to report on the innovations used as the outcomes of the project

**Qualitative Indicator 7**

* Impact outside the school

**Qualitative Indicator 7**

* Recording the mobilities and activities on a facebook page/uploading the material on Youtube/e-twinning seminars/sharing the experiences on a blog/Broadcasting the interviews on the local TV/reporting the activities on TwinSpace/sharing the new son the newspapers

#### 6.2. Dissemination and Use of Projects' Results

**To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.**

The Project results were disseminiated to the following target audiences at a local/national/EU/international level respectively:

1. **Students**: creation of an Erasmus+ Project Corner where students see and get acqainted with the activities of the Project, each country’s cultural elements, other students’ work
2. **School staff**: meetings where teachers communicate with each other, exchange ideas/innovative ideas/digital tools to familiarise themselves with the Project so that a reform and improvement of the curriculum can be achieved
3. **Parents**: meetings to provide information and leaflets about the Project, creation of an Erasmus+ Project Corner where parents see and get acqainted with the activities of the Project, each country’s cultural elements, other students’ work, dissemination through a Facebook page and a blog
4. **Local community**: ceremony about the Project so that other schools from the region learn about the whole experience and the activities, publishing news in the local newspaper
5. **Regional level**: uploading and publishing the Project news on the website of the Regional Administration for Primary Schools
6. **National level**: Facebook and Youtube to promote the Project activities and experiences
7. **EU/international level**: electronic affiliation/brotherhood through the internet using Twinspace and Youtube

**What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.**

The dissemination activities and channels are presented in detail in the question above (Erasmus+ Project corner, Facebook, Youtube, blog, Twinspace, newspaper, TV, leaflet, etc.).

The feedback received from all 7 targeted audiences mentioned above has been very positice and successful in terms of exchange of cultural elements, familiarisation and acknowledgement of the European identity, adoption of innovative ideas, as well as enhancement of the digital literacy and the community feeling.

**Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted their free access to the public. In case a limitation was foreseen for the use of the open licence, please specify the reasons, extent and nature of this limitation.**

The produced material is readily and freely available and disseminated through the Erasmus+ and E-twinning platform. Facebook and Youtube are also used to publish the activities and material to the public with **no limitation**.

**How have you ensured that the project's results will remain available and/or will be used by others?**

Everyone has a free access to the project’s results, so that other organisations can use them after sharing them on a day devoted to an exchange of experiences among the bilingual schools. These products are also disseminated on the website of the Regional Administration for Primary Schools. The results of the GAME program, the good practices used and the students’ activities will be disseminated through a printed publication so that other schools in Greece and other countries can take advantage of them.

**How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?**

The project’s approach can be used in other projects in whatever scale or field always taking into account the following basic parameters:

* Respect of the diversity
* Use of digital tools
* Communicative approach in the use of a second foreign language
* Innovative methodologies (CLIL, cooperative learning, the Project approach, Task Based Learning, Multiple Intelligences Theory, etc.).
* Students’ exchange among different countries

#### 6.3. Sustainability

***Which activities and results will be maintained after the end of the EU funding? How will these activities be implemented and supported?***

We believe that all the activities produced by the Project are tangible, applicable by other schools or organisations and thus can be sustained after the EU funding considering that everyone can be benefitted, motivated and inspired by the Project.

##### 7.1.1. Project Total Amount

|  |  |
| --- | --- |
| Project Total Amount Reported (Calculated) | 17,264.00 |

The amount rovided in this section refers to the 80% of the total initial amount (initial amount: 21,580.00) estimated for the Project. So, the amount we have already received is 17,264.00.

### Annexes

in this section, you need to attach additional documents that are mandatory for the completion of the report;

***List of uploaded files (they have to be included at the end of the document)***