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Απαγορεύεται η αντιγραφή, αποθήκευση και διανομή της παρούσας έκθεσης, εξ ολοκλήρου ή τμήματος αυτής, χωρίς την έγγραφη έγκριση του IKY/EMΣ.

## 2012-1-TR1-COM06-36136

### Democratic Empathy: Peace, Tact and Happiness

Έτος έναρξης: 2012

Γλώσσα: EN

Τύπος Επιχορήγησης: COM-24M

Partners: 8

Outcomes: 8

Activities: 8

Meetings: 7

Staff (mobilities): 22

Students (mobilities): 10

### C. Identification of the Beneficiary & D. Identification of the Partners

| Role | School   | Type of organisation | Size (staff)    | Size (pupils) | Country |
|------|--|----------------------|-----------------|---------------|---------|
| PA   | 18th Primary School of Ioannina                            | Primary school       | staff 21 to 50  | 251 to 500    | GR      |
| CO   | Manisa Avni Gemicioglu Ilkogretim Okulu                    | Primary school       | staff 51 to 250 | 501 to 2000   | TR      |
| PA   | Siauliai Gytariai Progymnasium                             | Primary school       | staff 21 to 50  | 251 to 500    | LT      |
| PA   | ISTITUTO COMPRENSIVO SAN FELE                              | Primary school       | staff 21 to 50  | 251 to 500    | IT      |
| PA   | SCOALA CU CLASELE I-VIII BUNESTI                           | Primary school       |                 | 51 to 250     | RO      |
| PA   | Treto osnovno uchilishte „Bratq Miladinovi"                | Primary school       | staff 21 to 50  | 251 to 500    | BG      |
| PA   | OS dr. FRANJA ZGECA DORNAVA                                | Primary school       | staff 21 to 50  | 51 to 250     | SI      |
| PA   | Agrupamento de Escolas do Ave - Escola Basica de Quintao 1 | Primary school       | staff 21 to 50  | 51 to 250     | PT      |

### E.1. Summary

#### Summary

This multilateral school partnership opened the participants' cultural horizons and provided them with the opportunity to gain an insight into other countries' cultures. It addressed the active citizenship since the students became active in undertaking the responsibility to protect and care for a Democratic Environment. They developed an understanding and increased knowledge of democracy and of democratic and non-democratic behaviours. Democratic values were promoted and the students' consciousness was raised towards being responsible European citizens through collaboration. Everyone realized the importance of democracy, peace and empathy towards problem solving and world improvement in general. There has been a positive change in everyone's behaviour through the

deeper understanding of empathy and people's emotions and feelings were better understood. Violence was reduced via democratic behavioural awareness and the participants started behaving more tactfully. Everyone shared and communicated all this knowledge with other members of the community and this led to more mature behaviours and to better relationships in general.

## Translation of Summary into English

### E.2. Outcomes

| NR | Outcome Type                                      | Description   | Date Start | Edu Field              |
|----|---|---|------------|------------------------|
| 1  | Presentation of results (DISS06)                  | A survey on democratic values and behaviours was carried out via a questionnaire which was filled in at the start and at the end of the project. The comparison of the results revealed an improvement in the implementation of the above issues. | 2012-09-25 | Civics (0107)          |
| 2  | Cross-cultural dialogue and co-operation (EUCC03) | Presentation of each country and host town, exchange of information as well as traditional costumes, dances, music, products and recipes of each area opened the participants' cultural horizons.   | 2012-09-25 | Geography (010e)       |
| 3  | Other products (PROTH)                            | Democratic and non democratic behaviours were observed and analysed . Solutions were given for the elimination of bad behaviours by the students themselves and specific changes were made for the implementation of democratic values.           | 2013-01-21 | Civics (0107)          |
| 4  | Other products (PROTH)                            | The students' awareness of democratic and empathetic behaviours inspired them to make logos. The winning logo to represent this partnership was the Greek one.  | 2013-03-28 | Arts and crafts (0103) |

| NR | Outcome Type   | Description   | Date Start | Edu Field              |
|----|--|---|------------|------------------------|
| 5  | Collaborative learning (COLL)  | Democratic heroes who brought and founded democracy in their countries through mind-map activities. The students found out more information about their culture, history and their country's democratic process.                              | 2013-09-24 | History (0105)         |
| 6  | Other products (PROTH)   | Having empathy leads to better behaviours, better relationships and to peaceful problem solving. Confessing a mistake and apologizing for hurting the others' feelings, led to the improvement of the students' character and behaviour.      | 2013-11-18 | Civics (0107)          |
| 7  | Improve learners comprehension and expression in a language (LANG01) | The students wrote their opinions and reflected their feelings about Democracy, Empathy, Peace, Tact and Happiness in essays and poems after the deeper understanding on the above issues.  | 2014-03-31 | Arts and crafts (0103) |
| 8  | Presentation of results (DISS06)                                     | The awareness of the importance of Democratic Empathy was revealed by the students' slogans. The original questionnaire was filled in at the end of this two-year project too, for the final evaluation and results. Best moments' portfolio. | 2014-05-26 | Arts and crafts (0103) |

### E.3. European Added Value

#### What was the added value of the partnership towards a more intensive European cooperation?

The increased awareness of the importance of democratic values and empathy in our lives via this project, enhanced our cohesion and gave us the feeling of belonging to a harmonious European community where there may be cultural differences but similar values. It gave us the opportunity to become more active, responsible and democratically mature European citizens who have the sense of belonging to a big family where all problems can be solved in a peaceful way, where prejudices and stereotypes can be eliminated and where broader understanding of others can overcome all barriers in our relationships.

## E.4. Partnership Objectives Achievements

**Please summarise briefly the main aims/objectives of your partnership**

The main aims/objectives of our partnership have been to understand the importance of a foreign language as a tool of communication with people around the world, to increase our knowledge of the partner countries' culture, to raise our awareness of the European dimension, the active citizenship and the European cohesion, to gain a deep insight into democracy, democratic values, democratic and non democratic behaviours, to become fully aware of the meaning and importance of empathy in our lives, to improve our behaviour by being empathetic, by judging ourselves, by admitting our mistakes and by solving problems peacefully, to share the results with others and persuade them to behave with empathy for the creation of a better world.

## E.5. Key Competences

**Please enter the specific key competences addressed by your partnership**

Communication in foreign languages (KC2)

Cultural awareness and expression (KC8)

Social and civic competences (KC6)

**Please specify any concrete measures and activities undertaken at partnership level:**

Information about each partner school, country and its culture was disseminated through musical, dancing, cooking activities. The writing of slogans, the essay and poem writing about democracy, empathy, peace, tact and happiness and online sharing of ideas and opinions on the above issues led to a deeper understanding of these values and made the students realize what an active, responsible and democratically aware citizen must be like. The above activities also improved the students' writing skills and made them realize the importance of the foreign language as a means of communication with people from different countries. Questionnaires about democracy and empathy were completed by the students at the beginning and at the end of the project, the results were compared and positive changes were detected.

## E.6. Horizontal Issues

**Horizontal issues addressed by partnership**

Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)

Cultural and linguistic diversity (CulDiv)

Fight against racism and xenophobia (RacXen)

Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)

**If other, please specify::**

**Concrete measures and activities undertaken at partnership level:**

Information about each partner school, country and its culture was disseminated through musical, dancing, cooking activities. Questionnaires about democracy and empathy were completed by the students at the beginning and at the end of the project in order to compare the results and detect whether there were any positive changes. The "democracy box activity" through which the students developed an understanding of what democratic and non-democratic behaviours are. The students' awareness of democracy and empathy emerged through the creation of logos. The mind map activities about the heroes of democracy helped the students learn about their country's democratic process. The empathy corners' activity according to which the students commented on wrong and

without empathy behaviours of theirs, led to the improvement of their behaviour. The essay and poem writing about democracy, empathy, peace, tact or happiness provided them with deeper knowledge of the above issues. The students' awareness of democracy and empathy emerged through the creation of slogans.

## **E.7. Workplan and Tasks**

**If some of the tasks carried out are different from those planned at application stage, please explain why**

The tasks carried out were not different from those planned at application stage. The original order of the countries' visits changed though, because of the weather conditions. The visit to Lithuania was supposed to take place in winter but due to low temperatures it was carried out in summer.

## **E.8. Communication and Cooperation**

**How would you describe the cooperation and communication between the participating organisations involved in your partnership? Were all organisations equally involved?**

The partner schools cooperated fully and were equally involved. All organisations took on their responsibilities and carried out the tasks which had been agreed. All schools accommodated partner mobilities and the agreed activities were presented in every visit.

## **E.10. Evaluation**

### **E.10.1. Progress Monitoring**

**How did you monitor and evaluate the progress and the expected impact of the partnership?**

Other (Oth)

**If other, please specify:**

The project was evaluated each time the partners met through the presentation of the results' activities and through discussion of ideas. The descriptions, comments and impressions of the participants during and after the mobilities helped us evaluate the impact of the partnership. Questionnaires for students at the beginning and at the end of the project and the comparison of their results showed us the positive changes that occurred during this two-year project.

**What were the main conclusions and consequences of the monitoring and evaluation?:**

There has been a great improvement in the participants' behaviour. They have become more democratically aware and more empathetic than before.

### **E.10.2. Results/Products/Outcomes Achievement**

**To what extent were results/products/outcomes previously identified at application stage achieved?**

To a very high extent (Tvhigh)

**If your outcomes were different to those indicated at application stage, please explain the reasons for these changes:**

### **E.10.3. Aims/Objectives Achievement**

**To what extent were the aims/objectives previously stated at application stage achieved?**

To a very high extent (Tvhigh)

**In case of underachievement, please explain which aims/objectives were not achieved and for what reasons:**

## F.1. Participants

| Type                     | Gender | No. of Pupils/Learners/Trainees | Out of which No. of Pupils/Learners/Trainees With Special Needs | No. of Teachers/Staff | Out of which No. of Teachers/Staff With Special Needs |
|--------------------------|--------|---------------------------------|---|-----------------------|---|
| LOCAL ACTIVITIES         | Male   | 85                              |   | 13                    |   |
|                          | Female | 90                              |   | 16                    |   |
| TRANSNATIONAL MOBILITIES | Male   | 5                               |   | 12                    |   |
|                          | Female | 5                               |   | 10                    |   |

### F.1.2. Age Ranges

Age Range:

No. of Pupils / Learners / Trainers:

## F.2. Partnership Activities

| NR | Activity Type                                | Description  | Date Start | Duration | Actors |
|----|--|--|------------|----------|--------|
| 1  | Presentation of results (DISS06)             | Survey on Democratic Empathy (questionnaire) - "Culture Motif" Activity A questionnaire was completed by the students of all partner schools. Musical activities, folk dances and local food display were presented.                                     | 2012-09-25 | 20       | 75     |
| 2  | Exchange of ideas and good practice (METH04) | Democratic and non-democratic incidents were written on little papers and thrown in the "Democracy box". After the opening of the boxes an analysis of the pupils' results was made so as to see if our pupils are fully aware of democracy around them. | 2013-11-01 | 30       | 100    |
| 3  | Other (OTH)                                  | "Logo contest" Creating logos about Democratic Empathy. The creation of "The Depth Song" was an additional voluntary activity of our school.   | 2013-02-01 | 40       | 100    |
| 4  | Dissemination (DISS)                         | "Best moments portfolio" Half term evaluation report of the project  | 2013-04-07 | 35       | 46     |

| NR | Activity Type  | Description   | Date Start | Duration | Actors |
|----|--|---|------------|----------|--------|
| 5  | Team-teaching and other collaborative working methods (COLL02) | Democratic heroes who brought and founded democracy in their countries through "mind-map activities". The students learnt more about the culture, history and their country's democratic process.   | 2013-06-03 | 20       | 65     |
| 6  | Exchange of ideas and good practice (METH04)                   | "The students used the "Empathy Corner" as a confession area where they shared, regretted, apologised for their wrong behaviour and promised not to do it again. This led to the improvement of their behaviour and to better relationships among them. | 2013-10-03 | 40       | 100    |
| 7  | Exchange of ideas and good practice (METH04)                   | "Essay and poem writing".The students wrote their opinions and reflected their feelings about Democracy, Empathy, Peace, Tact and Happiness through their own essays and poems.   | 2014-01-08 | 60       | 100    |
| 8  | Presentation of results (DISS06)                               | "Creation of slogans". The questionnaire which was given to the students at the beginning of the project was also completed at the end of the project for the comparison of results and the final evaluation. Best moments' portfolio.                  | 2014-04-10 | 40       | 100    |

**To what extent were the planned activities previously stated at application stage achieved?**

To a very high extent (Tvhigh)

**Please identify not fully achieved activities and explain the reasons and impact on the overall partnership. If some of the activities carried out are different from those planned at application stage, please explain why:**

## F.3. Impacts

### F.3.1. Pupils/Learners/Trainees

| Area                                   | Rating      |
|--|-------------|
| Increased language skills (Pupil-Lang) | High impact |
| Increased ICT skills (Pupil-ICT)       | High impact |
| Increased social skills (Pupil-Social) | High impact |
| Increased motivation (Pupil-Motiv)     | High impact |
| Increased self-confidence (Pupil-Self) | High impact |

| Area   | Rating   |
|--|--|
| Increased knowledge about partner countries and cultures (Pupil-Culture) | High impact  |
| Other (Pupil-Oth)  | High impact Improvement in the students' behaviour |

**Please comment on your choices:**

The students were highly motivated by this partnership and learnt about other countries' cultures, democratic values , empathy and peaceful problem solving towards the creation of a better society. This partnership had also a great impact on their confidence in using a foreign language as a tool of communication and this led to the creation of new friendships among them.

**F.3.2. Teachers/Staff**

| Area   | Rating   |
|--|--|
| Increased language skills (Staff-Lang)                                   | High impact  |
| Increased ICT skills (Staff-ICT)   | High impact  |
| Increased pedagogical skills (Staff-Pedag)                               | High impact  |
| Increased motivation (Staff-Motiv)                                       | High impact  |
| Increased project management skills (Staff-PrjMng)                       | High impact  |
| Increased knowledge about partner countries and cultures (Staff-Culture) | High impact  |
| Other (Staff-Oth)  | High impact Increased interest in educational European projects. |

**Please comment on your choices:**

The teachers realized the importance of the use of a foreign language for the exchange of ideas on various topics .They exchanged a lot of information on the partner countries' cultures, on different educational systems , on teaching methods and ways to deal with misbehaviour.They felt comfortable to communicate with other partners using English and their interest in European projects increased a lot. They developed their project management skills and contributed to this project to the best of their ability. Some circumstances were new but things were done properly and with great success, too.

**F.3.3. Organisation**

| Area  | Rating  |
|---|---|
| Changes to the curriculum/training programme (Home-Curr)    | Medium impact   |
| Changes to organisational arrangements (Home-Org)           | Medium impact   |
| Increase support of the organisation management (Home-Supp) | High impact   |
| Changes in language teaching policy (Home-LangPol)          | Medium impact   |
| Increased cooperation among staff (Home-StaffCoop)          | High impact   |
| Other (Home-Oth)  | High impact Implementation of innovative educational practices. |

**Please comment on your choices:**

Not many changes took place as far as the curriculum programme and the organisational arrangements are concerned. There was great support by the organisation management.The cooperation among the staff was really

successful since democratic values and empathy characterised our relationships too.

### F.3.4. Local Community

| Area  | Rating         |
|---|----------------|
| Increased support and participation of family members (Local-Family)    | High impact    |
| Increased cooperation with other local organisations (Local-Coop)       | High impact    |
| Increased cooperation with local companies (Local-Comp)                 | High impact    |
| Increased support and participation of other local actors (Local-Actor) | High impact    |
| Other (Local-Oth)   | Not applicable |

**Please comment on your choices:**

The project met support by pupils' families, the municipality ,local companies and other local actors. They all participated with great willingness and contributed to its success. ( voluntary work, leaflets, products and moral support)

### F.3.5. Other impacts

## F.4. Dissemination & F.5. Sustainability

### F.4. Dissemination

| How have you informed your organisation/other organisations/the local community of the results of your partnership? |
|---|
| Dissemination within own organisation (DISS07)  |
| Dissemination with other local schools and organisations (DISS08)   |

Please comment on your choices:

Powerpoint presentation of the activities , the mobilities and their results were shown to students, staff and parents. Our school site uploaded material of the project, too. We participated in our consultant's seminar about innovative projects and the dissemination of this European project took place to colleagues from other schools as well. A radio broadcast and our local TV news referred to the importance of our project and of such projects in general for our fellow citizens to be informed.

### F.5. Sustainability

**How do you think that the outcomes of your partnership could be used by others?**

The geographical and cultural material of the partner countries can be used as a source of authentic material for future pupils to practise their language skills and as a motive to learn more things about these countries. The deep insight into democracy, heroes of democracy, democratic values as well as the importance and implementation of empathy in our everyday lives have turned all of us into better people and have made our relationships stronger and more sincere. When the good example is given through democratic and empathetic behaviours by the majority of students, teachers and parents, then it is certain that we are creating better societies and a better world in general.

## F.6. Mobility Participation

| <b>NR</b> | <b>Host Organisation</b>                | <b>Receiving Country</b> | <b>Receiving Location</b> | <b>Description</b> | <b>Start date</b> | <b>End date</b> | <b>Duration (days)</b> | <b>No. of Pupils</b> | <b>No. of Staff</b> |
|-----------|---|--------------------------|---------------------------|--------------------|-------------------|-----------------|------------------------|----------------------|---------------------|
| 1         | Manisa Avni Gemicioglu İlkogretim Okulu | TR                       | Manisa                    |                    | 2012-10-15        | 2012-10-21      | 7                      |                      | 4                   |

| NR            | Host Organisation  | Receiving Country | Receiving Location | Description | Start date | End date   | Duration (days) | No. of Pupils | No. of Staff |
|---------------|--|-------------------|--------------------|-------------|------------|------------|-----------------|---------------|--------------|
| 2             | Agrupamento de Escolas do Ave - Escola Basica de Quintao 1 | PT                | Santo Tirso        |             | 2013-01-21 | 2013-01-27 | 7               |               | 2            |
| 3             | ISTITUTO COMPRENSIVO SAN FELE                              | IT                | San Fele           |             | 2013-04-07 | 2013-04-14 | 8               | 2             | 3            |
| 4             | OS dr. FRANJA ZGECA DORNAVA                                | SI                | Dornava            |             | 2013-05-27 | 2013-06-01 | 6               | 2             | 3            |
| 5             | Treto osnovno uchilishte „Bratq Miladinovi"                | BG                | Goce Delchev       |             | 2013-11-18 | 2013-11-23 | 6               | 6             | 4            |
| 6             | SCOALA CU CLASELE I-VIII BUNESTI                           | RO                | Bunesti            |             | 2014-03-31 | 2014-04-05 | 6               |               | 3            |
| 7             | Siauliai Gytariai Progymnasium                             | LT                | Siauliai           |             | 2014-05-25 | 2014-05-31 | 7               |               | 3            |
| <b>Total:</b> |  |                   |                    |             |            |            |                 | <b>10</b>     | <b>22</b>    |

## G. Lessons Learned

### G.1. Problems/Obstacles Encountered

**If applicable, please describe any difficulty you encountered before/during/after the Partnership and how they were solved.**

If other, please specify:

Please enter here any other comments you may have:

### G.2. Comments and Suggestions

**Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Comenius/Grundtvig/Leonardo da Vinci Partnerships' projects (such as recommendation for future measures, administrative procedures, level of funding, etc.):**

## ΣΥΝΔΕΣΗ ΜΕ ΑΛΛΕΣ ΣΥΜΠΡΑΞΕΙΣ

**Συμμετοχή σε άλλες συμπράξεις: Καμία**

**Συμπράξεις ίδιας περιφέρειας: 6**

| Κωδικός                | Τίτλος  |
|------------------------|---|
| 2012-1-TR1-COM06-36843 | I LOVE MY GRANDPARENTS  |
| 2012-1-ES1-COM06-52401 | Plus jamais comme en 14!  |
| 2012-1-PL1-COM06-28259 | "Can we make a difference? - promoting environmental awareness" |

| <b>Κωδικός</b>         | <b>Τίτλος</b>  |
|------------------------|--|
| 2012-1-PL1-COM06-28231 | Culinary travels across Europe                                   |
| 2012-1-ES1-COM06-52428 | Our Voices across Europe   |
| 2012-1-DE3-COM06-27289 | Sustainable Mobility: Reflections on today, lessons for tomorrow |

**Συμπράξεις με παρόμοιο θέμα: 0**

| <b>Κωδικός</b>         | <b>Τίτλος</b>                                 | <b>Ομοιότητα</b> |
|------------------------|---|------------------|
| 2012-1-TR1-COM06-36136 | Democratic Empathy: Peace, Tact and Happiness | 0%               |