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

2013-1-ES1-COM06-71756

FivE senSes To lIve unforgettAbLe adventures

Έτος έναρξης: 2013

Γλώσσα: EN

Τύπος Επιχορήγησης: COM-24M

Partners: 8

Outcomes: 32

Activities: 75

Meetings: 8

Staff (mobilities): 20

Students (mobilities): 4

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

| Role | School | Type of organisation | Size (staff) | Size (pupils) | Country |
|------|--|--------------------------|-----------------|---------------|---------|
| PA | 5th Primary of Agia Paraskevi (Helmeio) | Primary school | staff 21 to 50 | 51 to 250 | GR |
| CO | ZER EL MONTSEC | Primary school | | 51 to 250 | ES |
| PA | Başöğretmen Ortaokulu | General secondary school | staff 51 to 250 | 501 to 2000 | TR |
| PA | Ecole élémentaire d'application François Coppée | Primary school | | 251 to 500 | FR |
| PA | Secondary school "Prof. Dimitar Dimov" | General secondary school | staff 21 to 50 | 251 to 500 | BG |
| PA | Szkoła Podstawowa im. Kardynała Stefana Wyszyńskiego w Lubczynie | Primary school | | 51 to 250 | PL |
| PA | Aghamore National School | Primary school | | 51 to 250 | IE |
| PA | Direzione Didattica "Filippo Raciti" | Primary school | staff 51 to 250 | 501 to 2000 | IT |

E.1. Summary

Summary

Ο τίτλος της συνεργασίας αυτής είναι 'FivE senSe To lIve unforgettAbLe adventures' (FESTIVALS). «Ζω αξέχαστες περιπέτειες με τις πέντε μου αισθήσεις» (FESTIVALS). Ο κύριος στόχος είναι οι μαθητές να γνωρίσουν και να μάθουν στοιχεία από άλλους πολιτισμούς. Οι χώρες που συμμετέχουν είναι : η Ισπανία, η Ελλάδα, η Πολωνία, η Γαλλία, η Ιρλανδία, η Βουλγαρία, η Ιταλία και η Τουρκία. Σκοπός του προγράμματος είναι να γνωρίσουμε όσο το δυνατόν περισσότερα πράγματα για τις άλλες Ευρωπαϊκές χώρες μέσα από την ενημέρωση των εταίρων μας και να ενισχύσουμε τις πολιτιστικές γνώσεις μας κατανοώντας τις παραδοσιακές και εθνικές εορτές, στις οποίες αντανακλάται η ταυτότητα, οι πολιτισμικές αξίες και η κοινωνική ζωή του κάθε έθνους. Ενώ οι μαθητές μελετούν την κουλτούρα και τις εορτές των άλλων χωρών, γνωρίζουν βαθύτερα και τις δικές τους. Καθ' όλη τη διάρκεια του

προγράμματος, οι εταίροι θα παρουσιάσουν ο ένας στον άλλο τις τοπικές και τις εθνικές εορτές τους, εξηγώντας τη σημασία, τα ιδιαίτερα νοήματα, τα τραγούδια, τις ενδυμασίες, τα χρώματα και τα σύμβολα που χρησιμοποιούνται σε αυτές. Μέσα από τις πέντε αισθήσεις οι μαθητές θα παρουσιάσουν τις γνώσεις, τις εμπειρίες και τις αξίες τους όσον αφορά τα πολιτιστικά θέματα. Θα χρησιμοποιήσουν τις πέντε αισθήσεις τους : με το να ακούσουν την πολυπολιτισμικότητα στις μουσικές και στις ενδιαφέρουσες παραδοσιακές ιστορίες και παραμύθια, με το να γευτούν και να μυρίσουν παραδοσιακά φαγητά και ποτά των άλλων χωρών, με το να αγγίξουν παίζοντας παραδοσιακά παιχνίδια και δημοφιλή αθλήματα, με το να δημιουργήσουν και να καλλιεργήσουν τη φαντασία τους μέσα από εικαστικές δραστηριότητες. Οι μαθητές θα χρησιμοποιήσουν ποικίλες μεθόδους, προσεγγίσεις και μέσα για να χτίσουν και να αναπτύξουν την εμπιστοσύνη στον εαυτό τους, τη συνεργατικότητα και το συντονισμό, το σεβασμό, την κατανόηση και την ανεκτικότητα τους. Οι νέες τεχνολογίες, οι παρουσιάσεις και οι παραστάσεις που θα δώσουν τα παιδιά στα πλαίσια των εορτασμών θα τα ενθαρρύνουν και θα αποτελέσουν μοναδικό κίνητρο ώστε να αναπτύξουν τις δεξιότητές τους. Οι καινοτόμες προσεγγίσεις και στρατηγικές θα είναι οδηγός για μαθητές και εκπαιδευτικούς προς τη δημιουργία μιας ισχυρότερης κι πιο πνευματικής ευρωπαϊκής οικογένειας.

Translation of Summary into English

The title of this partnership is 'Five senses To live unforgettable adventures' (FESTIVALS). The main objective is for our students to learn and know some topics about other cultures. The participating countries are Spain, Greece, Poland, France, Ireland, Bulgaria, Italy and Turkey. Our aim in this project will be to know as much as possible about other European countries by informing partners and increasing cultural awareness by looking at traditional and national celebrations which reflect nations' identity, cultural values and social life. While studying others' cultures and celebrations, they will also learn more about their own ones. Throughout the project, the partners will present their local and national celebrations to each other, explaining the importance, special meanings, songs, clothes, colours and figures used in their celebrations. The five senses will allow our children to present their knowledge, experiences and cultural values. Using the five main senses: hearing for musical diversity and listening to some interesting traditional tales and stories, tasting and smelling for typical food and drinks of each country, sight for sightseeing and discovering the other countries, touching for playing traditional games or popular sports, creating and developing our imagination doing art activities. Pupils will use different methods, approaches and means to build and develop self reliance, cooperation and coordination, increase awareness, respect, understanding and tolerance. Means of ICT, presentations and students' live performances on celebrations will encourage, motivate them and develop their skills. Innovative approaches and strategies will guide the students and staff to a stronger and more intellectual EU family.

E.2. Outcomes

| NR | Outcome Type | Description | Date Start | Edu Field |
|----|--|--|------------|-------------------------|
| 1 | Plan for educational activities (PR12) | Introduction of the project and activities to the pupils, teachers, parents and educational community at the school. | 2013-09-01 | Mother tongue (0108) |
| 2 | Website (DISS03) | Presentation of all the meetings of the project and students' assignments. | 2013-09-01 | New technologies (010i) |
| 3 | Teaching material (PR09) | CDs containing presentations of each school and its country/region/town/village, with a view to important aspects related to geography, history, political and social life. The Turkish partner made the common CD (8 Cd's). | 2013-10-15 | Geography (010e) |
| 4 | Other products (PROTH) | A song (anthem) created by all the partners. | 2013-11-05 | Music (0104) |

| NR | Outcome Type | Description | Date Start | Edu Field |
|----|---------------------------|---|------------|------------------------|
| 5 | Other products (PROTH) | Representative logo of the partnership. Each school created a logo. The best was chosen to represent the partnership. The logo was presented on the website. The winner was the logo from France. | 2013-11-10 | Arts and crafts (0103) |
| 6 | Workshop (EVENT11) | Some guests from partner countries and their hosts attended a working session to discuss further steps to take in order to achieve the objectives of the project. The participants created the anthem of the partnership. | 2013-11-04 | Music (0104) |
| 7 | Other products (PROTH) | Each school made a display which contains maps, pictures and information about partner countries in order to help each local community get acquainted with the partnership. | 2013-11-20 | Geography (010e) |
| 8 | Other products (PROTH) | Pupils from each school made Christmas cards using different materials such as paper, plastic, tin cans, buttons, fabric, cotton etc. The partners exchanged Christmas cards and displayed them in theme exhibitions in each participating school. | 2013-12-15 | Arts and crafts (0103) |
| 9 | Cultural events (EVENT03) | Each country wrote on a document the name of which festivals/traditions/celebrations they worked on during the Project. Each partner chose one or two celebrations for each season. | 2014-01-15 | History (0105) |
| 10 | Workshop (EVENT11) | Some teachers from partner schools and their hosts participated in a working session designed to analyze the progress of the project and to determine the next steps to be taken to achieve the partnership objectives until the end of the first year. | 2014-03-03 | History (0105) |
| 11 | Cultural events (EVENT03) | During the winter months each country chose a festival and worked on it. For each celebration we worked on some of these topics: a short summary of the festival, a song, a dance, traditional food/drink, typical clothes, a traditional story... | 2014-03-07 | History (0105) |

| NR | Outcome Type | Description | Date Start | Edu Field |
|----|---|---|------------|-------------------------------|
| 12 | Workshop (EVENT11) | Some teachers from partner schools and their hosts participated in a working session designed to analyze the progress of the project and to determine the next steps to be taken to achieve the partnership objectives until the end of the first year. | 2014-04-01 | History (0105) |
| 13 | Cultural events (EVENT03) | During the spring months each country chose a festival and worked on it. For each celebration we worked on some of these topics: a short summary of the festival, a song, a dance, traditional food/drink, typical clothes, a traditional story... | 2014-05-05 | History (0105) |
| 14 | Workshop (EVENT11) | Representatives of all partner schools discussed the progress of the program, evaluated the activities and discussed the steps of the second year. We prepared the progress report and developed the questionnaires to evaluate the Project. | 2014-06-02 | Other basic programmes (010I) |
| 15 | Report (DISS05) | Each local coordinator filled in the intermediate evaluation report which was sent to their NA. This report took into account all the planned and fulfilled activities and tasks, the outcomes of the first year of the project. | 2014-06-30 | Other basic programmes (010I) |
| 16 | Presentation of results (DISS06) | A bulletin summarising the tasks done during the first year of the project was prepared and published jointly by all the partners. | 2014-06-30 | Other basic programmes (010I) |
| 17 | Cultural events (EVENT03) | During the summer months each country chose a festival and worked on it. For each celebration we worked on some of these topics: a short summary of the festival, a song, a dance, traditional food/drink, typical clothes, a traditional story... | 2014-09-15 | History (0105) |
| 18 | Trans-national sharing of experience and best practice (EUCO02) | Some guests and their hosts participated in a working session on which occasion the project progress during the 1st year and its outcomes were analyzed. The 2nd year's activities, products, deadlines, tasks, project meetings were settled. | 2014-10-13 | Other basic programmes (010I) |

| NR | Outcome Type | Description | Date Start | Edu Field |
|----|---|---|------------|-------------------------------|
| 19 | Cultural events (EVENT03) | During the autumn months each country chose a festival and worked on it. For each celebration we worked on some of these topics: a short summary of the festival, a song, a dance, traditional food/drink, typical clothes, a traditional story... | 2014-11-10 | History (0105) |
| 20 | Trans-national sharing of experience and best practice (EUCO02) | The project coordinator briefly presented the accomplished tasks and outcomes, listed further steps to take in order to fulfill all the assignments in due time, reminded the next activities, products and the distribution of tasks between partners. | 2014-12-01 | Other basic programmes (010I) |
| 21 | Other products (PROTH) | Pupils from each school made Christmas cards using different materials such as paper, plastic, tin cans, buttons, fabric, cotton etc. The partners exchanged Christmas cards and displayed them in theme exhibitions in each participating school. | 2014-12-15 | Arts and crafts (0103) |
| 22 | Learning resources (PR03) | With all the information gathered in the seasons DVD's we created a DVD with all the dances. Then we taught to our pupils some dances of the different countries. The dances were recorded. | 2015-01-30 | Music (0104) |
| 23 | Handbooks (PR18) | With all the information gathered in the seasons DVD's we created a cookbook. It included the most traditional food and drink of each country. We cooked some recipes in the schools with the pupils. | 2015-02-12 | Other basic programmes (010I) |
| 24 | Workshop (EVENT11) | With all the information gathered in the seasons DVD's we created a cookbook. It included the most traditional food and drink of each country. We cooked some recipes in the schools with the pupils. | 2015-02-28 | Other basic programmes (010I) |
| 25 | Trans-national sharing of experience and best practice (EUCO02) | The project coordinator listed the accomplished activities and reminded us the further ones and their deadlines. We discussed about the final evaluation report and EST, on which occasion we distributed our tasks in order to fill in the report. | 2015-03-16 | Other basic programmes (010I) |

| NR | Outcome Type | Description | Date Start | Edu Field |
|----|---|---|------------|-------------------------------|
| 26 | Cultural events (EVENT03) | Each country chose some traditional games that children like to play. Then we wrote a description of the game, made the game (with different materials) and finally we recorded our pupils playing in order that the different partners know how to play. | 2015-03-20 | Sports (010h) |
| 27 | Other products (PROTH) | Develop Power Point presentations with the most common sports in each country, the most important players and teams. We created a common CD with all the presentations. | 2015-04-20 | Sports (010h) |
| 28 | Presentation of results (DISS06) | A bulletin summarising the tasks done during the second year of the project was prepared and published jointly by all the partners. | 2015-05-20 | Other basic programmes (010I) |
| 29 | Trans-national sharing of experience and best practice (EUCO02) | Representatives of all partner schools met for the last time and discussed their experiences from the project. | 2015-06-15 | Other basic programmes (010I) |
| 30 | Workshop (EVENT11) | The coordinator listed previous assignments and the way they were fulfilled, reminded each partner's task. We discussed about EST and final report, about ways of giving the certificates to the pupils. | 2015-06-18 | Other basic programmes (010I) |
| 31 | Workshop (EVENT11) | Final festival to celebrate the end of the partnership. Giving the European passports to pupils and teachers that have participated in the Project. | 2015-06-18 | Other basic programmes (010I) |
| 32 | Trans-national sharing of experience and best practice (EUCO02) | We uploaded all significant results on EST and filled in the final evaluation report according to our promissory note. | 2015-09-30 | Other basic programmes (010I) |

E.3. European Added Value

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

There was no doubt that the added value of this project has been very high. Schools from eight European countries worked together in order to promote the features of each country and made them known in Europe. This enriched the educational level of our students, teachers, parents... ultimately the entire educational community. Also we wanted them to intercommunicate with the other cultures to feel more European. During these two years of the partnership, pupils and their families, teachers and members of the local communities:

- Met people from different countries through project meetings and by means of modern communication techniques. During the project meetings teachers and students had the chance to meet people, to practise their foreign languages, to express their opinion about different subjects and to make important friendships. That's why

everyone, students and teachers, continued their communication via mails, Facebook, sms, skype...

- Worked together for a certain and common subject with people coming from other countries. This fact added great value to our partnership because usually our students and teachers cooperate with neighboring or local schools.
- Learnt basic things (geographical position, map, traditions, language, currency) about the partners/countries.
- Realized the experience of the meaning of European dimension by cooperating with other European children or European teachers.
- Discovered places they had never been before, since during the meetings they had the chance to visit important places of the country they visited. Usually, the host country arranged for a tour guide, who gave important historical information to the participants about the country they visited.
- Had the opportunity to familiarize with different cultures and civilization, to enjoy local people hospitality, music and dances and to taste traditional food and drinks.
- Improved their knowledge on different educational systems since during the meetings the participants had the chance to visit the schools. There, they saw how everything worked whereas the headmaster of each school explained how the educational system of each country worked.
- Had the opportunity to exchange information about different methods of teaching and learning material thus improving their quality of education. During the meetings, they observed their European colleagues teaching their students with different teaching methods and using new teaching and learning materials. Going back home, they implemented the new methods they had observed.
- Opened their horizons and strengthen the European dimension in teaching and have integrated the European dimension in the curriculum.
- Developed better attitudes and ways of acting and thinking towards environment. The added value was that they could compare their attitudes to their partners' attitudes.
- Practised their ICT skills.
- Were given opportunities for personal and professional development.
- Promoted their village, city and country to the other European countries. All the above were possible by permanent contact and cooperation between the participants and intensive work during the two years of the partnership.

E.4. Partnership Objectives Achievements

Please summarise briefly the main aims/objectives of your partnership

1. Another aim was the cooperation with the other school partners coming from different countries, with different culture, religion and way of life. This aim was of great importance, because our students and teachers usually cooperate only with our neighbouring or local schools. The partnership gave the chance to everyone to cooperate with other European people thus giving a European dimension to all the schools, students and teachers.

2. Cooperating with teachers and students coming from different countries, cultures, religions and way of life helped our students and teachers to promote the acceptance and tolerance of the diversity of cultures and people, something of great significance since the majority of the partners schools had new students in their schools coming from European countries.

3. Both students and teachers had the chance to improve their foreign languages through the assignments that they had to make, through the weekly communication among the partners and through the meetings. During the meetings they all had to spend some days together, so they had to express themselves in the project's language, which was the English language.

4. Our students and teachers improved their ICT skills through assignments since they had to make many presentations. Additionally, they had the opportunity to use mails, Facebook in order to communicate during the two years.

5. Another aim of the partnership was for our students to be actively involved in the implementation of the partnership. A large number of students from each school was involved in the implementation of the partnership with different ways. They made crafts and drawings, wrote poems and a story, made presentations, made costumes from used materials, planted trees and flowers, gathered garbage from the school yard

and the community. Furthermore, students were involved also in the evaluation of the partnership, since they had to answer questionnaires. Finally, they were also involved in the dissemination of the partnership, since during festivals and exhibitions they promoted their work. 6. Being involved in the implementation of the partnership and especially in the evaluation part, our students gained the ability to discuss, to evaluate, to interpret and to make synthesis. 7. The project gave to the teachers the chance to improve the quality of their teaching. Teachers from all the participating countries visited various schools in Europe and observed their colleagues performing lessons with different pedagogical methods and different visual aids. Going back home they implemented what they observed thus making their teaching more sufficient. 8. Moreover, by visiting the partners' schools, teachers had the chance to learn important information about the other educational systems and to compare with their own educational systems. 9. The new acquired knowledge was transmitted to all the teachers of the schools, thus having more chances of improvement for the whole school and not only for the teachers who were more involved in the project or the teachers who participated in the meetings.

E.5. Key Competences

Please enter the specific key competences addressed by your partnership

Communication in foreign languages (KC2)

Learning to learn (KC5)

Cultural awareness and expression (KC8)

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

Communication in foreign languages: Communication in foreign languages was one of the most important key competence addressed by our partnership. Since modern languages are fundamental for human beings, in order to learn to use them, most of us have to become involved in it as an experience. The best way to achieve this is definitely by using languages for real communication. So, in order to contact with the partners by e-mail we strongly used English. If we think of our assignments and activities both students and teachers used the foreign language in every aspect of our partnership. While coordinating the meetings, introducing ourselves, preparing the slide shows, creating calendar, sending Christmas cards, making leaflets, writing slogans, writing rules, doing evaluation we used English as a communication tool. Also, in order to communicate in a foreign language, it is essential to develop four skills, speaking, listening, reading and writing. So while carrying out our partnership we used these four skills. For example, at the meetings we used speaking and listening skills, while preparing slides we used writing and reading skills.

Learning to learn: In this partnership learning to learn strategy offered our pupils an awareness of:

- How they prefer to learn.
- How they can motivate themselves and have the self - confidence to succeed, some of the habits they should develop or some of the specific strategies they can use and so on.

Cultural awareness and expression: With the help of our partnership both students and teachers gained positive experiences and had an opportunity to realize cultural awareness. If we talk about cultural awareness we all had an opportunity to:

- Visit different kinds of schools and see foreign teachers and students "in their homes".
- Have different friends from different countries.
- Make friends.
- Know about other countries and learn their culture (dances, songs, food, way of thinking, religion).

Also this project offered the possibility for the teachers of our schools to:

- Meet teachers from other countries, exchange ideas and teaching experience.
- Update their teaching methods according to the new European standards in education.
- Have knowledge of foreign school systems.

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)

Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)

Equal opportunities men and women (Equal)

Racial or ethnic origin (RacEth)

If other, please specify::

Concrete measures and activities undertaken at partnership level:

E.7. Workplan and Tasks

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

All the tasks were carried out as planned at the application stage. All the coordinators were very consistent with their tasks producing successfully high quality final products. Each partner school:

- Did their planned activities in the intended timeframe.
- Documented the activities using photos, videos, mails.
- Sent the assignments to the responsible partner for the creation of the common final product.
- Organized exhibitions to disseminate the projects results.
- Invited the public to participate in the festivals.
- Was responsible for writing the common documents in English and in each mother tongue language.
- Supported the coordinating school by providing everything needed in time.
- Supported the project process and its evaluation during project meetings.
- Discussed the planned and realized activities periodically.
- Inspired and motivated each other if needed.

The coordinating school (Spanish school):

- Coordinated the communication among the partners via mails.
- Provided important information to all the partners.
- Checked the activity calendar, tasks plan and realized events regularly to get the feedback to all the other coordinators.
- Sent the agenda of each project meeting two weeks before the meeting so as all the coordinators know what they were going to discuss.
- Sent to all the coordinators the decisions of the project meeting one week after the meeting in order to know the next steps.
- Discussed any problems that might have occurred and by discussion found solutions for them.
- Was responsible for the successful implementation of the partnership according to the aims and the planned activities.

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?

A regular communication between the partners has been established: partners exchanged mails weekly, focusing on topics like discussing subjects of the partnership, pedagogical experiences and points of development of the project. These very frequent exchanges made people comfortable with each other, strengthened and deepened mutual understanding and support. Unfortunately pupils of sixth grades couldn't communicate via mails; this is due to a lack of mastering the English language. As a consequence, our intention to let the pupils use Skype for verbal communication suffered from this language difficulty too. On the other hand post has been used for exchanging

postcards, parcels, cds, dvds, photos. Additionally, a common website of the partnership on the internet has been established, where the students have published their assignments and products, including photos, views and reports. This shared space was very appreciated by as well teachers as pupils and parents. All of them had the chance to interact with the website and see the work of the rest European partners. Finally, regular meetings between the partner schools have been held. During the meetings, partners presented their pupils' work and evaluated the quality of communication and exchange; any problems that might have occurred were discussed and solutions were found; partners evaluated the program and they planed the next steps of the project. These meetings were very much appreciated by the participants, so that even more mobility than previewed could take place, sometimes (often) with the individual financial support of the participants. Mutual cultural understanding has strongly been developed. Cooperation was also very successful among the partners. All the coordinators were equally involved in the implementation of the partnership. During the application preparation, all the coordinators undertook different tasks, which were all successfully fulfilled. Everyone fulfilled his/hers tasks with no delays or problems. If one asked for help the rest of the coordinators offered their help with great willingness. Those who had been in previous projects were happy to help the other coordinators explaining them the next steps of the project.

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 closely monitored and evaluated during the last two years. There was an evaluation plan, which included observation and analysis, diaries, group discussions and questionnaires, which they were given to the students and to the teachers. First of all, the coordinators of the Comenius' team observed the implementation of the project and discussed via mails any problems that might have occurred. Additionally, the coordinators and some teachers that were involved in the project, kept diaries, expressing their experiences, impressions and feelings of their involvement in the assignments, in the festivals or in the meetings. Moreover, they expressed their wish or refusal to participate again in a new assignment or in a new project. These diaries gave important data to the coordinators for the extended discussions, which took place during the project meetings. The following subjects were discussed and evaluated during the project meetings:

- If the assignments were fulfilled according to the initial plan.
- If the students and teachers were actively involved in the process of implementation of the partnership.
- If the final products were disseminated to the parents, to the local community and to the wider educational community.
- If students acquired ICT skills and foreign language skills.
- If the objectives of the partnership were accomplished.
- If there was a good communication among the partners.
- If the coordinators fulfilled their responsibilities according to the application form.

Another significant evaluation tool was the questionnaires. At the end of the first year, questionnaires were given to a number of students and teachers being actively involved in the project. The data gathered from these questionnaires helped the coordinators to fulfill the progress report form. At the end of the second year, questionnaires were given again to the students and to the teachers in order to gather data for the final evaluation of the partnership and for the completion of the Final Report Form. Finally, although, this was not mentioned in the application form, a significant evaluation tool, was the comments we received from parents, from members of the community or from members of the educational community, who participated in our festivals and been in our exhibitions. Their appreciation of our work gave to our students and to all of us positive feelings and the strength to continue living "unforgettable adventures".

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

As mentioned before the project was closely monitored and evaluated during the last two years. There was an evaluation plan, which included observation and analysis, diaries, group discussions and questionnaires, which they were given to the students and to the teachers. First of all, observing the implementation of the project the coordinators found some minor problems relating the format of the assignments. This of course was very easily

solved since everything was discussed via mails. Coordinators proposed different ideas and views and altogether were deciding the final format of the assignments. Additionally, in some cases the coordinators slightly modified some deadline dates of completing the assignments according to school life needs, weather and concrete conditions. From the diaries kept by some of the teachers being involved in the partnership, coordinators had the chance to see that all their colleagues were very happy and enthusiastic being involved in the implementation of the partnership. Some of them were also very satisfied by their students' response. Their students were willing and happy to take over an assignment since all of them had a creative form. Moreover, all the teachers expressed their wish to participate again in a new Comenius project. From the discussions during the project meetings the following conclusions resulted:

- The assignments were fulfilled according to the initial plan. The students and teachers were actively involved in the process of implementation of the partnership.
- The final products were disseminated to the parents, to the local community and to the wider educational community. All schools had exhibition corners in their schools to promote the partnership, some schools organized exhibitions especially for parents and for the community, festivals took place and parents and community were invited to see our work, articles were written and sent to newspapers or magazines for the promotion of the partnership.
- Students acquired ICT skills and foreign language skills.
- The objectives of the partnership were accomplished.
- If there was a good communication among the partners.
- The coordinators fulfilled their responsibilities according to the application form. The questionnaires results showed that both students and teachers were positively influenced by the implementation of the partnership. They were all very happy that they had the chance to participate in a European project since they had the chance to meet many people, to cooperate with them in a join project, to practice their foreign languages, to practice their ICT skills.

E.10.2. Results/Products/Outcomes Achievement

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

Totally accomplished (Tot)

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?

Totally accomplished (Tot)

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 | 3 | 1 | |
| | Female | 89 | 2 | 15 | |
| TRANSNATIONAL MOBILITIES | Male | 1 | | 1 | |
| | Female | 3 | | 7 | |

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 | Team-teaching and other collaborative working methods (COLL02) | Welcome Ceremony at School, Performance of the Official School Orchestra. | 2013-11-04 | 1 | Pupils and teachers |
| 2 | Exchange of ideas and good practice (METH04) | Working Session: Project activities and mobilities first year. | 2013-11-04 | 1 | Teachers |
| 3 | Exchange of ideas and good practice (METH04) | Working Session: Discussing about organization of Official Web Site; Creation of music and lyrics for the project anthem. | 2013-11-05 | 2 | Teachers and pupils. |
| 4 | Exchange of ideas and good practice (METH04) | Comenius partners teach in Italian classes. | 2013-11-06 | 1 | Teachers and pupils. |
| 5 | Other (OTH) | Visiting the Cathedral and walking in the oldest streets of Palermo. | 2013-11-06 | 1 | Teachers and pupils. |
| 6 | Presentation of results (DISS06) | Working Session: Playing and singing the anthem; Talking about its recording. | 2013-11-07 | 1 | Teachers |
| 7 | Other (OTH) | Visit of the two most important theatres in Palermo and of the Music Conservatory. | 2013-11-07 | 1 | Teachers and pupils. |
| 8 | Other (OTH) | Visit to archaeological sights (Mycenae, Nafplio, Epidavros) | 2014-03-03 | 1 | Pupils, teachers and parents |
| 9 | Other (OTH) | Welcome Ceremony - Presentation of Comenius Project - musical and theatrical events - show | 2014-03-04 | 1 | Pupils, teachers, parents, educational and local community |
| 10 | Other (OTH) | Visit to the Temple of Poseidon (Archaeological sight) | 2014-03-04 | 1 | Pupils and teachers |
| 11 | Teaching visit or exchange (PRACT02) | Visit at school and workshops. | 2014-03-05 | 1 | Pupils and teachers |
| 12 | Presentation of results (DISS06) | Working session | 2014-03-05 | 1 | Teachers and School Advisor |
| 13 | Teaching (TRN01) | Visit at school and workshops. | 2014-03-06 | 1 | Pupils and teachers |
| 14 | Exchange of ideas and good practice (METH04) | Working session | 2014-03-06 | 1 | Teachers and School Advisor |

| NR | Activity Type | Description | Date Start | Duration | Actors |
|----|--|---|------------|----------|---|
| 15 | Other (OTH) | Visit to the Acropolis Museum - Walk in the historical center of Athens (Monastiraki, Plaka)/ Visit to Planetarium - Watching an Interactive Program and workshop into the Science lab. | 2014-03-06 | 1 | Teachers and pupils |
| 16 | Other (OTH) | Traditional food, live music and a show offered by the students Chaperons' of the school | 2014-03-06 | 1 | Pupils, teachers, parents and educational community |
| 17 | Other (OTH) | Trip to Sumela Monastery | 2014-03-31 | 1 | Teachers , Parents and Pupils |
| 18 | Teaching visit or exchange (PRACT02) | Visit Başöğretmen Primary School | 2014-04-02 | 1 | Teachers and pupils |
| 19 | Other (OTH) | A traditional ceremony "Henna Night" | 2014-04-02 | 1 | Pupils and teachers |
| 20 | Exchange of ideas and good practice (METH04) | Traditional Children Games by pupils | 2014-04-03 | 1 | Pupils amd teachers |
| 21 | Other (OTH) | Visit to Old Prison" Tasbasi Church" | 2014-04-01 | 1 | Teachers and pupils |
| 22 | Other (OTH) | Visit to the Municipality Town Hall of Ordu | 2014-04-01 | 1 | Pupils and teachers |
| 23 | Presentation of results (DISS06) | Working session | 2014-04-02 | 1 | Teachers |
| 24 | Other (OTH) | Children's Day Festival | 2014-06-02 | 1 | Pupils, teachers and parents |
| 25 | Other (OTH) | Visit the city of Szczecin | 2014-06-03 | 1 | Teachers and pupils |
| 26 | Teaching (TRN01) | Visit at school in Lubczyna | 2014-06-04 | 1 | Teachers and pupils |
| 27 | Other (OTH) | Visit the village of Lubczyna and lake Dąbie | 2014-06-04 | 1 | Pupils and teachers |
| 28 | Presentation of results (DISS06) | Working session | 2014-06-04 | 1 | Teachers |
| 29 | Other (OTH) | Sightseeing in a village of Slavs and Vikings in Wolin | 2014-06-05 | 1 | Pupils and teachers |
| 30 | Other (OTH) | Visit by the culture centre in Goleniów - polish polk dances - show | 2014-06-05 | 1 | Teachers and pupils |

| NR | Activity Type | Description | Date Start | Duration | Actors |
|----|--|---|------------|----------|---|
| 31 | Exchange of ideas and good practice (METH04) | School Visit. | 2014-10-13 | 1 | Pupils, teachers, parents, Board of Management members. |
| 32 | Other (OTH) | Visit to Knock – Cultural Visit | 2014-10-13 | 1 | Pupils and Teachers |
| 33 | Other (OTH) | Visit Westport and Louisburg | 2014-10-14 | 1 | Teachers and children |
| 34 | Teaching visit or exchange (PRACT02) | Visit the school and workshops | 2014-10-15 | 1 | Teachers, pupils, parents |
| 35 | Other (OTH) | Tour of Museum of Irish Country Life | 2014-10-15 | 1 | Teachers, pupils |
| 36 | Other (OTH) | Visit Galway | 2014-10-16 | 1 | Teachers and pupils |
| 37 | Other (OTH) | Historical Walk of County Town | 2014-10-17 | 1 | Teachers and pupils |
| 38 | Other (OTH) | Welcome ceremony at the city hall | 2014-12-01 | 1 | Pupils, teachers, mayor, education inspector |
| 39 | Other (OTH) | Visit the city of Paris | 2014-12-01 | 4 | Teachers |
| 40 | Exchange of ideas and good practice (METH04) | Working session | 2014-12-02 | 2 | teachers |
| 41 | Other (OTH) | Visit the Chateau de Versailles | 2014-12-04 | 1 | Teachers, pupils, parents |
| 42 | Exchange of ideas and good practice (METH04) | Intervention of foreign teachers in the classes | 2014-12-02 | 2 | Teachers, pupils |
| 43 | Other (OTH) | Discovery of French food | 2014-12-02 | 1 | Teachers, pupils, parents |
| 44 | Teaching visit or exchange (PRACT02) | Visit the school and workshops | 2015-03-16 | 2 | Pupils and teachers |
| 45 | Events: Conferences and Seminars (EVENT) | Meeting with Mayor of the city | 2015-03-16 | 1 | Teachers, pupils and parents |
| 46 | Exchange of ideas and good practice (METH04) | Working session | 2015-03-17 | 1 | Teachers |

| NR | Activity Type | Description | Date Start | Duration | Actors |
|----|--|--|------------|----------|------------------------------|
| 47 | Other (OTH) | "Professor Dimitar Dimov" annual school festival | 2015-03-17 | 1 | Pupils, teachers and parents |
| 48 | Other (OTH) | Visit at Troyan Monastery and Museum of Natural history in Cherni Osam | 2015-03-18 | 1 | Teachers and pupils |
| 49 | Other (OTH) | Visit an Exhibition of Traditional Crafts - workshop | 2015-03-18 | 1 | Pupils and teachers |
| 50 | Other (OTH) | Visit at Veliko Tarnovo, the old Bulgarian capital | 2015-03-19 | 1 | Teachers and pupils |
| 51 | Teaching visit or exchange (PRACT02) | Visit the five schools from ZER El Montsec | 2015-06-15 | 1 | Pupils and teachers |
| 52 | Other (OTH) | Visit the city of Balaguer | 2015-06-15 | 1 | Teachers |
| 53 | Teaching visit or exchange (PRACT02) | Presentation of the villages by pupils and workshops. | 2015-06-16 | 2 | Pupils and teachers |
| 54 | Presentation of results (DISS06) | Working session | 2015-06-16 | 1 | Teachers |
| 55 | Other (OTH) | Visit a Monastery called "Convent de les Avellanes" | 2015-06-17 | 1 | Teachers |
| 56 | Exchange of ideas and good practice (METH04) | Working session | 2015-06-18 | 1 | Teachers |
| 57 | Peer Learning (COLL03) | End of the Comenius Project | 2015-06-18 | 1 | Pupils, teachers and parents |
| 58 | Other (OTH) | Visit a Monastery called "Montserrat" | 2015-06-19 | 1 | Teachers |
| 59 | Exchange of ideas and good practice (METH04) | Infant school pupils welcoming. Visiting 'Agazzi Infant School'. | 2015-06-29 | 1 | Teachers and pupils. |
| 60 | Exchange of ideas and good practice (METH04) | Meeting Comenius Staff. | 2015-06-30 | 1 | Teachers |
| 61 | Other (OTH) | Historical trip to Mothia Island, Archaeological Museum and Salt works | 2015-07-01 | 1 | Teachers |
| 62 | Peer Learning (COLL03) | Working session: Analogies and differences talking about school registers and evaluation documents; Final report discussion. | 2015-07-02 | 1 | Teachers |
| 63 | Other (OTH) | Cultural visit of the protected area "Capo Capo" | 2015-07-03 | 1 | Teachers |

| NR | Activity Type | Description | Date Start | Duration | Actors |
|----|--|--|------------|----------|-----------------------------|
| 64 | Exchange of ideas and good practice (METH04) | Meeting Comenius Staff to talk a) about methodologies related to teaching in different subjects b) about the overall experience of the project that comes to an end. | 2015-07-13 | 1 | Teachers |
| 65 | Exchange of ideas and good practice (METH04) | Meeting with the Inspector of Schools of the area discussion about the current school schedule. | 2015-07-13 | 1 | Teachers and Inspector |
| 66 | Presentation of results (DISS06) | Working Session: Final Report Filling | 2015-07-14 | 2 | Teachers |
| 67 | Other (OTH) | Visit the National Gallery and the Instruments Museum at Plaka | 2015-07-14 | 1 | Teachers |
| 68 | Other (OTH) | Historical trip to Hydra and Spetses Islands. Visit to Bouboulinas Museum, old church, ancient port, etc. | 2015-07-15 | 2 | Teachers |
| 69 | Exchange of ideas and good practice (METH04) | Working Session: Meeting with the School Advisor about methodologies and good practices in the Greek educational system. | 2015-07-17 | 1 | Teachers |
| 70 | Exchange of ideas and good practice (METH04) | Meeting Comenius Staff to talk a) about methodologies related to teaching in different subjects b) about the overall experience of the project that comes to an end. | 2015-07-22 | 1 | Teachers |
| 71 | Exchange of ideas and good practice (METH04) | Meeting with the School Advisor of Schools of the area discussion about the current school schedule. | 2015-07-22 | 1 | Teachers and School Advisor |
| 72 | Presentation of results (DISS06) | Working Session: Final Report Filling | 2015-07-23 | 2 | Teachers |
| 73 | Other (OTH) | Visit the National Gallery and the Instruments Museum at Plaka | 2015-07-23 | 1 | Teachers |
| 74 | Other (OTH) | Historical trip to Hydra and Spetses Islands. Visit to Bouboulinas Museum, old church, ancient port, etc. | 2015-07-25 | 2 | Teachers |
| 75 | Exchange of ideas and good practice (METH04) | Working Session: Meeting with the School Advisor about methodologies and good practices in the Greek educational system. | 2015-07-27 | 1 | Teachers and School Advisor |

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

Totally accomplished (Tot)

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:

We have fully and successfully achieved all the activities that we had been meaning to. Furthermore, in order to expand the main idea of the program, we accomplished the following actions:

- We updated our blog having a separate section to keep the school and town community informed about the activities of the program.
- A special workshop took place so that the parents would be specially informed for the program's progress.
- A press release that pinpoints the two- year program's accomplishments was edited and will be published on the local news press.
- There was a public post on a local newspaper of the welcome ceremony for our partners outlining the importance of our participation to the program.
- A presentation has been scheduled to take place after the completion of the program, in order to present the program's results. This presentation will be attended by students and their parents, as well as the teachers and the local community. To go on, our participation to the program accounts for our following activities:
- We organized an experiential activity in collaboration with the School Counselor that involved students, parents and teachers in creating traditional Greek delicacies made of milk and flour. The relevant video was send to the other participating countries of the program.
- A music group playing South Italian- Sicilian music was invited to perform at our school, due to the fact that we have this special collaboration with a school in Sicily.
- Our students got in touch with the students of the other schools we collaborate with, via Skype. Each Skype session had a pre-constructed frame topic that required preparative discussions with our fellow co- teachers. Our students used the English language throughout the sessions and the interaction was fruitful. All participants of the program- both students and teachers- took part in the process. Moreover, we organized 2 extra mobilities and we hosted co- teachers from Italy and Ireland.

F.3. Impacts

F.3.1. Pupils/Learners/Trainees

| Area | Rating |
|--|-------------------------|
| Increased language skills (Pupil-Lang) | Very significant impact |
| Increased ICT skills (Pupil-ICT) | High impact |
| Increased social skills (Pupil-Social) | Very significant impact |
| Increased motivation (Pupil-Motiv) | Very significant impact |
| Increased self-confidence (Pupil-Self) | Very significant impact |
| Increased knowledge about partner countries and cultures (Pupil-Culture) | Very significant impact |
| Other (Pupil-Oth) | Not applicable |

Please comment on your choices:

During this project, pupils had the opportunity to enhance/improve/develop their collaboration skills related to behavioral, social and cognitive skills. They engage in activities in the light of traditional and national celebrations which reflect nations' identity, cultural values and social life. More specifically, had the opportunity to improve their language (English) skills related to speaking, listening, reading and writing. For example:

- By engaging at Skype meetings they used speaking and listening skills.
- By engaging at trips (pupils mobility) they used speaking and listening skills.
- By preparing cards or slides they used writing and reading skills.
- By receiving cards from other schools they used writing and reading skills.
- By using the blog of our project they used reading and listening skills in order to be informed about the activities of our project.
- By learning the anthem of our project they used reading, speaking and listening skills. Also, they had the opportunity to improve their ICT skills. For example:
- By searching into the internet to select and organize information in order to complete their activities.
- By engaging at Skype meetings in order to introduce their self and to exchange ideas about concrete themes with other pupils from different countries.
- By using the blog of our project in order to be informed about the activities of our project.
- By using various kind of software (e.g. word, power point, e.t.c) in order to complete their activities. While taking part in this project the pupils interacted with each other and increased their social skills as they engaged in activities that enhance their cultural awareness and expression, too. For example:
- By visiting different kinds of schools and seeing pupils "in their homes".
- By hosting pupils from other countries in their homes.
- By making friends from different countries.
- By getting to know about other countries and learning about their culture (through dances, songs, food, way of thinking, religion).
- By transferring our culture in the other European countries interacting with pupils in various ways (communicating by Skype or exchanging letters, e.tc.). Also, pupils that participate in this

innovate project increase their motivation and their self-confidence in many levels. For example: • They learn about different cultures and different educational systems. • They communicate and collaborate in different ways using ICT ways. • They use English language

F.3.2. Teachers/Staff

| Area | Rating |
|--|-------------------------|
| Increased language skills (Staff-Lang) | Very significant impact |
| Increased ICT skills (Staff-ICT) | High impact |
| Increased pedagogical skills (Staff-Pedag) | High impact |
| Increased motivation (Staff-Motiv) | Very significant impact |
| Increased project management skills (Staff-PrjMng) | Very significant impact |
| Increased knowledge about partner countries and cultures (Staff-Culture) | Very significant impact |
| Other (Staff-Oth) | Not applicable |

Please comment on your choices:

During this project, teachers had the opportunity to use different methods, approaches and means to enhance mainly their collaboration skills but also their pedagogical, project managerial and cognitive ones. They engaged in activities in the light of traditional and national celebrations which reflect nations' identity notions, cultural values and social life. Teachers felt part of a big community and became familiar with the need to interact and exchange ideas, altogether building the notion of "learn how to learn". More specifically, teachers had the opportunity to improve their language (English) skills related to speaking, listening, reading and writing. For example: • By engaging at Skype sessions where they used their speaking and listening skills. • By engaging at trips where they used their speaking and listening skills. • By using the project blog to be informed about the activities of our project they improved their reading and listening skills • By participating in meetings and exchanging ideas about different educational themes. Also, they had the opportunity to improve their ICT skills. For example: • By searching into the internet to gather and organize information in order to enrich the activities with their pupils • By engaging at Skype sessions in order to coordinate discussions • By using e-mail service in order to communicate with teachers from other countries • By using the blog of our project in order to be informed about the activities of the project • By using various kinds of software (e.g. word, power point, movie maker, etc.) in order to accomplish the project activities with their pupils. Meeting new people and learning about new cultures gave the opportunity to our teachers to increase their motivation for learning and to adopt different and innovative teaching methods and practices enhancing their pedagogical skills. More specifically, the following came as a result of their interaction: • Meeting teachers from other countries and exchanging ideas /teaching experience. • Updating their teaching methods according to the new European standards in education. • Gaining knowledge about how foreign school systems work. Also, teachers that participated in this innovate project were motivated in multiple levels. For example: • They learnt about different cultures and different educational systems. • They communicated and collaborated in different ways, using ICT. • They used English language as vehicle for their communication with

F.3.3. Organisation

| Area | Rating |
|---|-------------------------|
| Changes to the curriculum/training programme (Home-Curr) | High impact |
| Changes to organisational arrangements (Home-Org) | High impact |
| Increase support of the organisation management (Home-Supp) | High impact |
| Changes in language teaching policy (Home-LangPol) | High impact |
| Increased cooperation among staff (Home-StaffCoop) | Very significant impact |

| Area | Rating |
|------------------|----------------|
| Other (Home-Oth) | Not applicable |

Please comment on your choices:

This project was a motivation for us to reflect on our curriculum/training programme. It gave to us the opportunity to insert the meaning of the project through a lot of learning subjects in different levels and classes. As result we tried to give an interdisciplinary dimension in everyday teaching practice. Furthermore, we observed changes in language teaching policy. Especially, after visiting project partner countries, we enriched approaches and teaching methods of languages and this changed language teaching policy. Also, the organisation management seems to offer more motivations: more energy and more support to the needs of everyday teaching practices. In additional, school staff increased their cooperation skills. They worked in groups and they discussed about the activities and about their sharing tasks. Also, they reflected on new teaching approaches and on different European educational systems. They realized and felt that they are members of a large European educational community and they could collaborate with teachers from other countries.

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:

Our participation in the project enhanced the relationship between the school members and the parents. It was an opportunity for all (pupils, teachers and parents) to collaborate in shared activities. For example, when our partners visited our school, many parents helped us organize events in order to present our cultural identity. What's more, local companies offered us many products so that we would offer them to our partners as a memorabilia of the Greek culture. In this way the cooperation with the local community became stronger. In addition, local actors had worked on a welcome ceremony presenting the Ancient Greek civilization as well as more recent Greek traditions and customs. By participating in this program all of us felt like an important part of the local community and the bonds between the school, the family and the community became stronger. And this is a milestone on the pathway of a child's education and development.

F.3.5. Other impacts

It was really interesting to notice pupils' interest about different landscapes in the 8 countries. So once again environment led pupils to enjoying and at the same time reflecting moments.

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 through the media (DISS09) |
| Dissemination with other local schools and organisations (DISS08) |
| Dissemination within own organisation (DISS07) |

Please comment on your choices:

- We updated our blog having a separate section to keep the school and town community informed about the

activities of the program. • A special workshop took place so that the parents would be specially informed for the program's progress. • A press release that pinpoints the two- year program's accomplishments was edited and will be published on the local news press. • There was a public post on a local newspaper of the welcome ceremony for our partners outlining the importance of our participation to the program. • A presentation has been scheduled to take place after the completion of the program, in order to present the program's results. This presentation will be attended by students and their parents, as well as the teachers and the local community.

F.5. Sustainability

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

The outcomes of our partnership have a double value: Practical and Ideological. As to practical level all materials available in the websites offers a complete window of all activities carried out, representing suggestions, ideas, and a coloured slice of 8 European countries. As a ideological level, it's a screen where everybody can easily read that an open vision of "our neighbour" world and lifestyle makes our life richer and more significant.

F.6. Mobility Participation

| NR | Host Organisation | Receiving Country | Receiving Location | Description | Start date | End date | Duration (days) | No. of Pupils | No. of Staff |
|---------------|--|-------------------|-------------------------------------|-----------------|------------|------------|-----------------|---------------|--------------|
| 1 | Direzione Didattica "Filippo Raciti" | IT | Palermo / Sicily | Project Meeting | 2013-11-04 | 2013-11-08 | 5 | | 2 |
| 2 | Başöğretmen Ortaokulu | TR | Ordu / Turkey | Project Meeting | 2014-03-31 | 2014-04-05 | 6 | | 3 |
| 3 | Szkoła Podstawowa im. Kardynała Stefana Wyszyńskiego w Lubczynie | PL | PL42 - Zachodniopomorskie, Lubczyna | Project Meeting | 2014-06-02 | 2014-06-06 | 5 | 2 | 3 |
| 4 | Aghamore National School | IE | Aghamore / Ballyhaunis / Co Mayo | Project Meeting | 2014-10-13 | 2014-10-17 | 5 | | 2 |
| 5 | Ecole élémentaire d'application François Coppée | FR | FR10 - Île de France, Paris | Project Meeting | 2014-12-01 | 2014-12-05 | 5 | | 2 |
| 6 | Secondary school "Prof. Dimitar Dimov" | BG | Lovech -Severen tsentralen | Project Meeting | 2015-03-16 | 2015-03-20 | 5 | 2 | 3 |
| 7 | ZER EL MONTSEC | ES | Les Avellanes- Catalonia | Project Meeting | 2015-06-15 | 2015-06-19 | 5 | | 4 |
| 8 | Direzione Didattica "Filippo Raciti" | IT | Palermo / Sicily | Project Meeting | 2015-06-29 | 2015-07-03 | 5 | | 1 |
| Total: | | | | | | | | 4 | 20 |

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. |
| Other, please specify (Oth) |

If other, please specify:

I suggest that further fund should be given in order to have more schools participating in such projects.

Please enter here any other comments you may have:

Actually, there was not any problem or obstacle all through the project. What might seem as a problem or obstacle (communication with pupils or chaperoning pupils) was in reality enjoyable and easy to deal with.

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: 29

| Κωδικός | Τίτλος |
|------------------------|---|
| 2013-1-AT1-COM06-09767 | Young artists in emergency |
| 2013-1-CZ1-COM06-14361 | Art Snapshots of the Past and Present |
| 2013-1-DE3-COM06-34803 | Berufsfelder in Europa |
| 2013-1-DE3-COM06-35576 | Europe: Together in Tune |
| 2013-1-DE3-COM06-35582 | DIFFERENT CULTURES ON EUROPEAN STAGE |
| 2013-1-EE1-COM06-04730 | Learning Is Fabulous- European School |
| 2013-1-ES1-COM06-67708 | Connect to a Green World |
| 2013-1-ES1-COM06-72443 | The Memory Room of Our Identity: Our Museums |
| 2013-1-ES1-COM06-73497 | The Amazing Game of the Ancient European Trails |
| 2013-1-ES1-COM06-73586 | Knowing Me, Knowing You, Knowing Our Roots for the Future! |
| 2013-1-FR1-COM06-49320 | Growing from the Garden |
| 2013-1-GB1-COM06-24964 | The World Around Us: Its Cultural Heritage and its Landscapes |
| 2013-1-GB1-COM06-25023 | Dynamic Citizens of Europe |
| 2013-1-GR1-COM06-15155 | Bullying, ways of improving behavior |
| 2013-1-GR1-COM06-15166 | Jeunes citoyens à la recherche des trésors européens (Thesaurus Europae) |

| Κωδικός | Τίτλος |
|------------------------|---|
| 2013-1-GR1-COM06-15172 | Daily routine and eating habits of past and present according to the geographical location. Teenagers exploring with a camera |
| 2013-1-IT2-COM06-51851 | Mare Nostrum |
| 2013-1-IT2-COM06-51897 | Magic Bricks For European Citizenship |
| 2013-1-LV1-COM06-05391 | LIVING OUR COMMON ANCESTRY |
| 2013-1-LV1-COM06-05397 | YoUtopia: towards participative citizenship |
| 2013-1-PL1-COM06-38498 | Let's create a multicultural Europe |
| 2013-1-PL1-COM06-38550 | MY TOWN - MY LITTLE HOMELAND IN EUROPE |
| 2013-1-PL1-COM06-38660 | ECO - Europe Citizen |
| 2013-1-PL1-COM06-38790 | Ein Baum - ein Leben |
| 2013-1-PL1-COM06-38868 | Streets of Europe |
| 2013-1-RO1-COM06-29391 | L'Europe se jette à l'EaU! |
| 2013-1-SI1-COM06-05318 | A ToTaL Drama - Traditions, Tales and Legends Presented by Students with Special Needs |
| 2013-1-SK1-COM06-06552 | The Seven Wonders of Our Region |
| 2013-1-TR1-COM06-48514 | A Chance - Come and Let's Meet Again |

Συμπράξεις με παρόμοιο θέμα: 0

| Κωδικός | Τίτλος | Ομοιότητα |
|------------------------|--|-----------|
| 2013-1-ES1-COM06-71756 | FivE senSes To lIve unforgettAbLe adventureS | 0% |