

## TOGETHER TO ENJOY, JOIN TO LEARN



*One of the words we chose for the title of the project, “together” was intentionally meant, not only to accomplish some roles, singing in the concerts or working cooperatively; with this project, by visiting the countries we meant to get to know each other and our national cultures, habits and customs. These aims are a specification of the general Erasmus Plus aims for projects between different European schools, in which the collaboration leads to the improvement of the quality of education, experiment good practices in the field of education and recognize and validate learning outcomes with a long-term effect.*

To see whether we achieved these aims, a qualitative evaluation is more than an appendix to the quantitative one, because it can show the true nature of the impact of internationalization for schools, teachers, students and families.

### **Teachers and coordinators**

To evaluate this project we used questionnaires and sociograms.

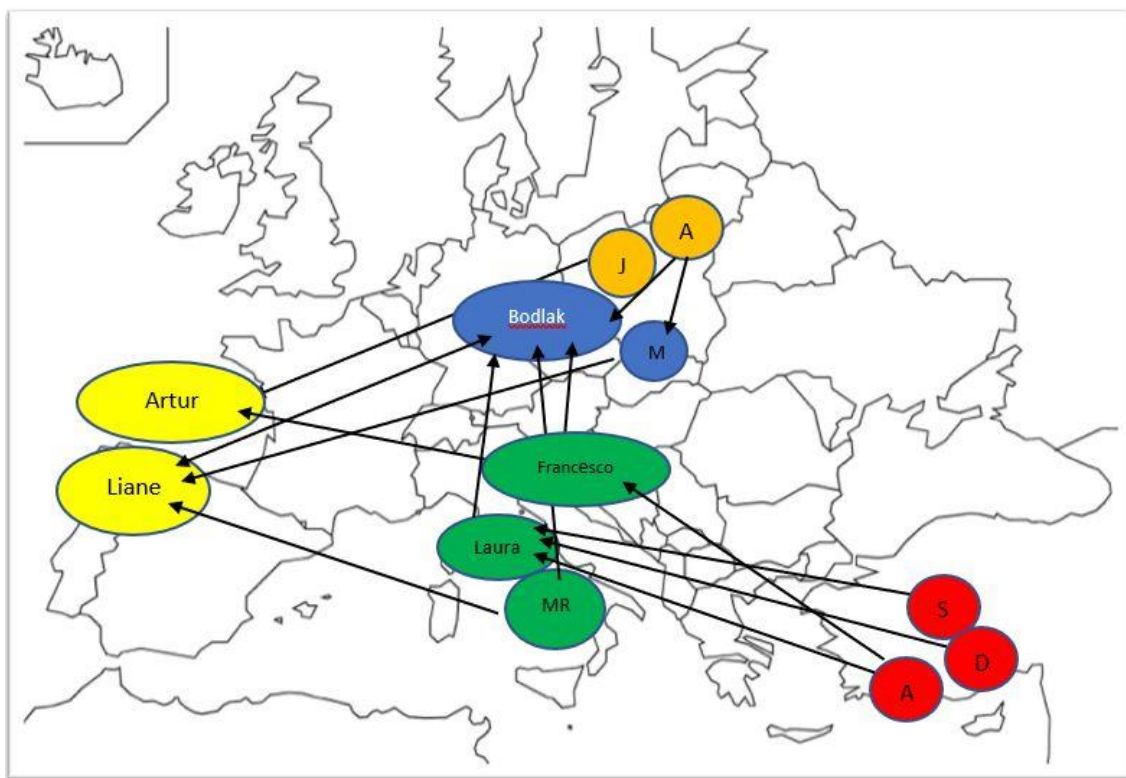
Sociograms show the structure of interpersonal relations. These structures between teachers and countries, are divided into four sections. The teachers and coordinators involved in the project answered the question like to whom they mainly kept in touch considering the areas of: music skills- language skills - digital competences - personal life/ non education related matters .

This sociogram shows the net of individual connections between the partners and highlights the main players in these areas. We have considered only the people mentioned most frequently.

This net gives us an insight in the relationships among coordinators and teachers and it could also be used as a map for future projects.

## Music skills

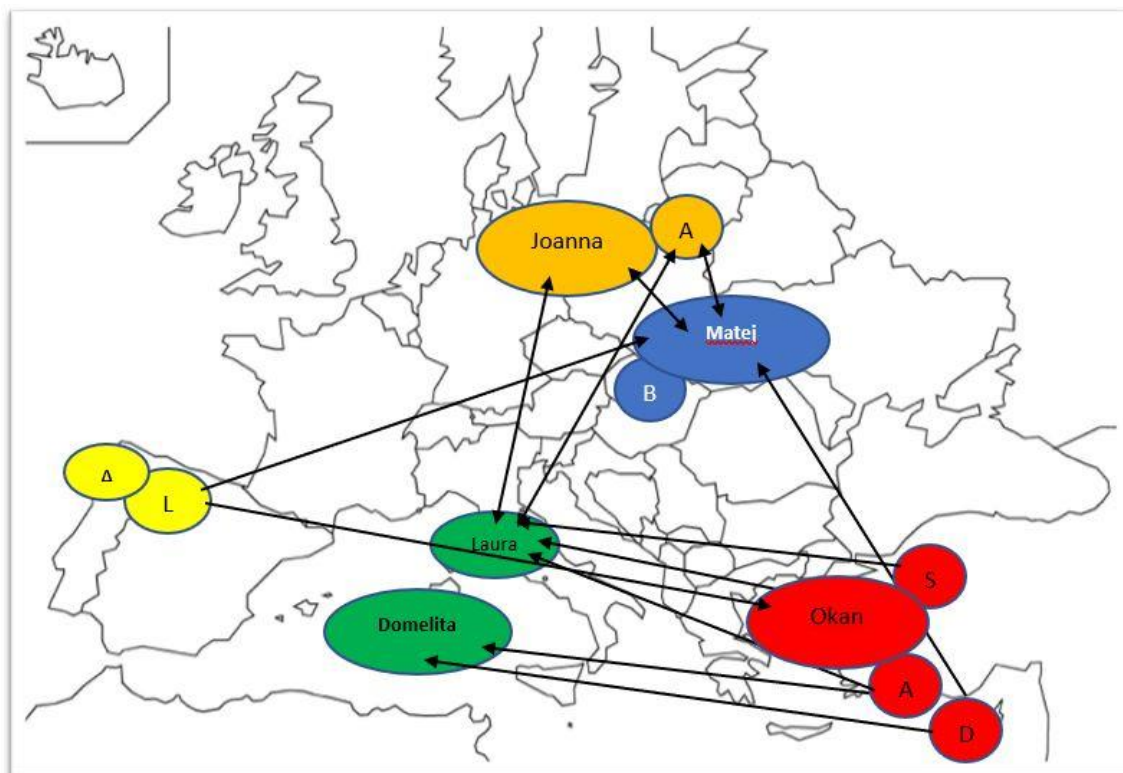
During the ongoing of the project and during the mobilities the teachers talked about music skills. On this subject, the following map shows the communication in the last three year, during and in between mobilities.



The map shows that **Bodlak** (Czech Republic), **Liane** (Portugal) and **Artur** (Portugal) and **Francesco** (Italy) are important players when it comes to music competences. It is no coincidence that these three names belong to music teachers. **Laura Timpano** (Coordinator of the project) however, is in the centre of the web as she was often mentioned. When we talk about music, Laura is the connector.

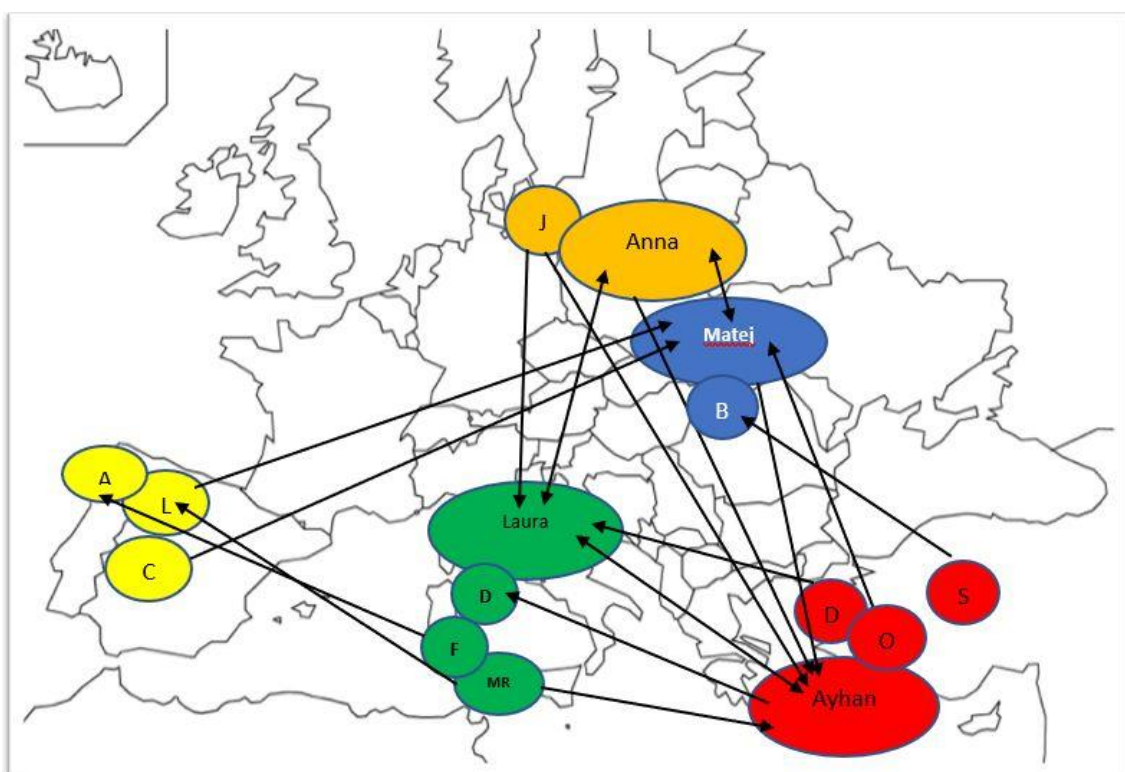
## Language skills

From the second map we can see how all the coordinators and teachers in some way refers to the English teachers, so the names that more often are mentioned are Joanna(Poland), Okan (Turkey),Domelita (Italy), although also the names of Matej and Laura work as connectors.



## Digital skills

From the map it can be concluded that there are four centres for digital competences. Due to the number of tasks and communication via internet (website / questionnaires), digital competence was one of the aims in the project.



**Ayhan** (Turkey) is the centre of the Digital Web, as specialised Technology teacher. Another crucial position belongs to **Laura** from Italy, also considering that she created and maintained the website and facilitated digital means. . Also **Matej** (Czech Republic) seems to have an important position in the field of digital competences as well. He seems to connect several countries. **Anna** (Poland) is mentioned frequently as well, and therefore enforces the web.

## Personal life, education

As an aim we wanted to get to know 'each other and each other cultures'. This is for both students and teachers. Because of the exchanges, contacts and the virtual mobility, teachers and coordinators got to know each other. The map shows a different image from the previous ones. This map shows, above all, that discussions on education, innovations and personal life meet the level of all the teachers and all the coordinators of all the countries. This is a great goal to us because there is no difference among countries, and different personalities is an added value that can enrich every participant.

