

TOGETHER TO ENJOY, JOIN TO LEARN PROJESİ SONUÇ DEĞERLENDİRMESİ

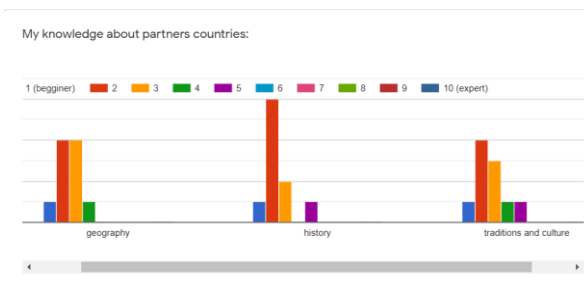
At the first meeting of our project named Together to Enjoy, Join to Learn, numbered 2018-1-IT02-KA229-048610_5, questionnaires were prepared to follow our expectations and developments from our project participants. In this context, questionnaires were prepared to measure the European Competency Skills, Digital Developments, Language Skills, Project Participation Satisfaction of the Families, and Satisfaction of the Partners' Meeting Organizations of our participants. The same questionnaires were applied to the participants at the beginning, middle and end of the project.

European Competence Skills Development.

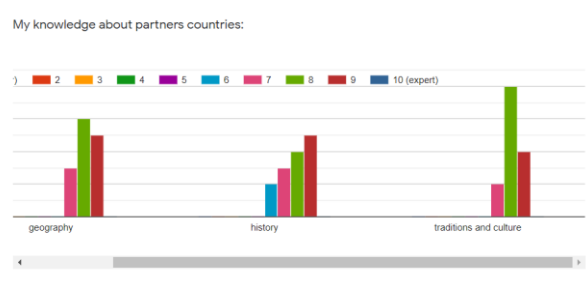
At the Beginning of the Project: In general, our students participating in the project know the historical, geographical and cultural values of the partner countries through internet research, so the European perception data is lower. According to the evaluation made at the end of the project, they better understand and respect the locations, historical and cultural differences of the countries visited, and they have a higher desire to communicate by learning words in the language of the countries they visit.

1

At the beginning of the project

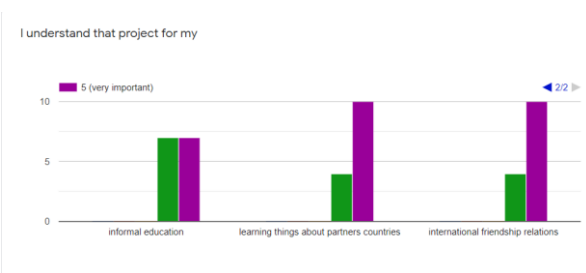


At the end of the project



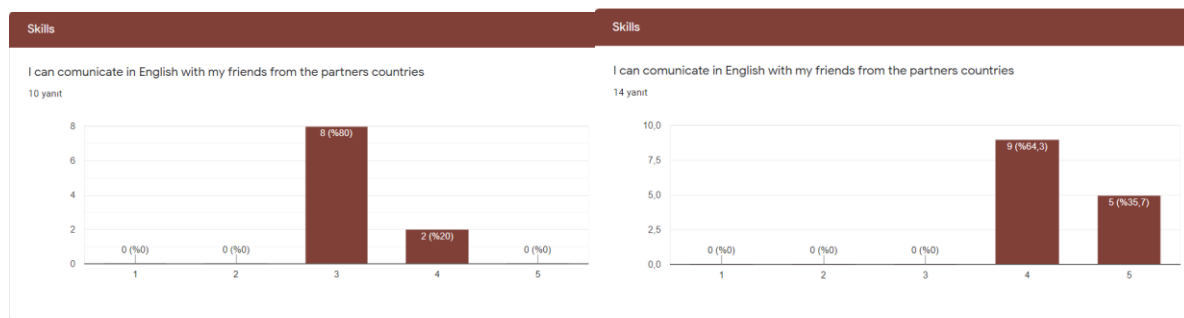
Although the information about the partner countries was at a basic level at the beginning, it increased above the sufficient level with the interaction and promotions in the countries visited during the project period.

2



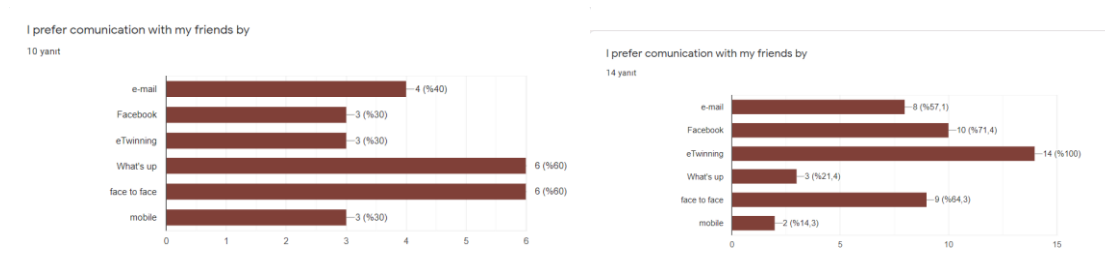
Although the fact that this type of project is important for getting to know different cultures was low at the beginning of the project, it is a fact that such projects are important in terms of getting to know the cultures and histories of different countries, with the friendships they have established in the countries visited, their achievements regarding the country.

3



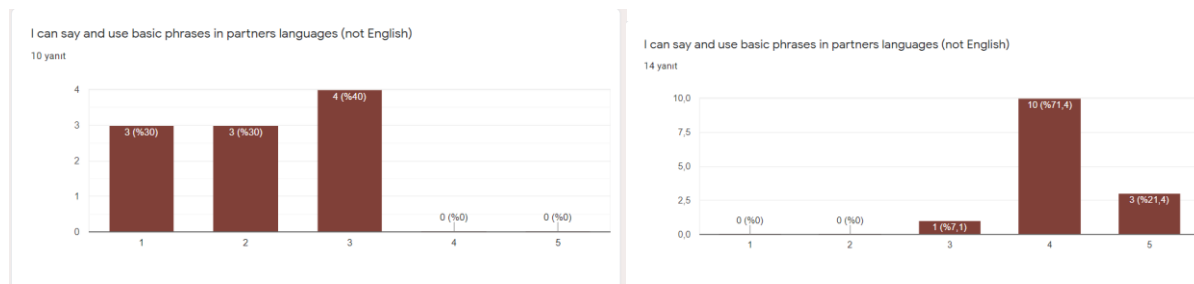
While students' self-confidence regarding language use seems lower before the project mobility starts, it is observed that their language use and self-confidence regarding their communication and language use and real life skills are higher during the mobility.

4

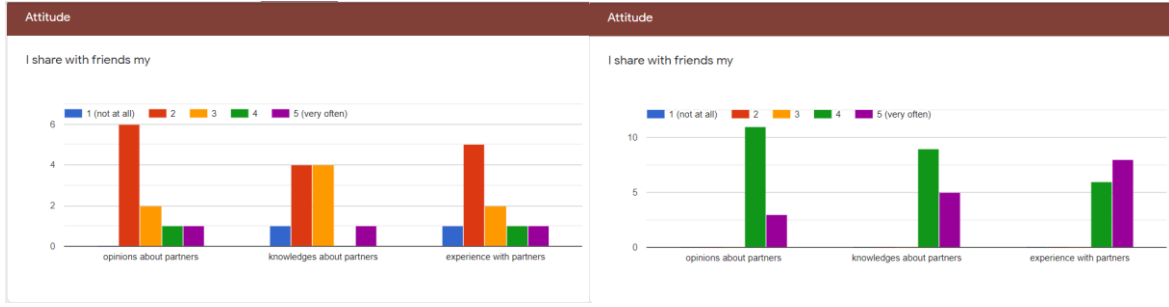


While the communication preferences of the students were face to face at the beginning of the project, it is observed that they established a wider communication network after the project, especially through eTwinning and mobile phone.

5



Although our students do not have proficiency in the language of the country they go to at the beginning of the project, it is observed that they have mutual language interactions and teach each other basic words after the project.



Our students, who only shared at the beginning of the project at the level of acquaintance, continued to share their ideas, knowledge and experiences at the end of the project. At this point, students and families who met during the Polish and Portuguese mobility continued to meet later on, and two families from Poland came to our student's family in Anamur and met as family. The student's family from Portugal invited a family from Anamur to Portugal and they met there. Apart from the interviews of the students, the families also maintained their communication by establishing good friendships through this project.

ANAMUR POLONYA KARDEŞLİĞİ

Anamur Vakıfbank Ortaokulunun düzenlediği Erasmus müzik projesi kapsamında oğlum Arda MIHLATIS'in Polonya'nın Tenczynek şehrinde yapılan etkinlikleriyle başladı her şey, oğlumuzun kaldığı aile ile kurulan sıcak ve samimi iletişim nedeniyle iki aile daha yakın olmak ve birbirimizi daha iyi tanımak istedik.

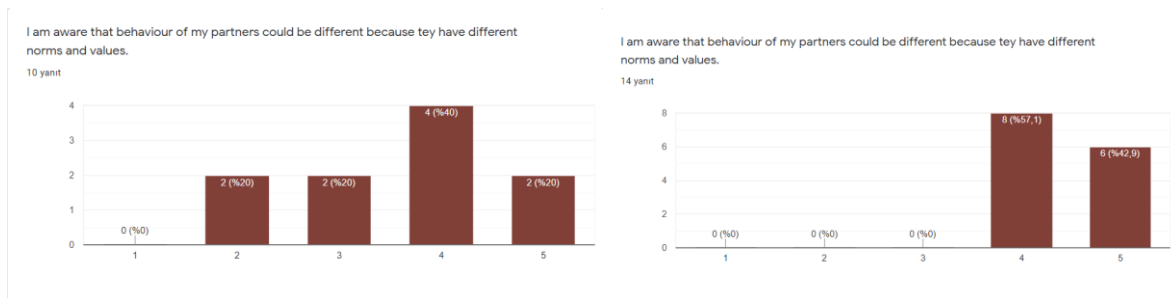
Witek ailesi 21 Ağustos'ta 10 günlüğüne bizleri tanımak ve tatillerini yanımda geçirmek üzere ülkemize geldiler. Çocuklarımızla başlayan süreç aileler ile daha sıcak ve mutlu bir duygu yaşattı bize hem Polonya kültürünü tanımak hem de Türk kültürü ve misafirperverliğini tanıtmak imkanı bulduk. Ülkelerinde deniz suyunun yaz aylarında en fazla 17 derece olması nedeniyle denize girememelerinden dolayı kaldıkları tüm gün boyunca denize girip sıcak havanın tadını çıkardılar. Anamur'da bulunan tarihi zenginliklerimizden Ören tarihi kent, Astım mağarası, Mamure kalesi, Pullu piknik alanı gibi görülmeye değer yerlerde yaptığımız gezintilerde hayranlıklarını bizimle doyasıya paylaştılar. Ülkemizin dini değeri olan camiilerimizde onlara tanıttık.

Birkez daha anladık ki kültürümüz, dilimiz, dinimiz, coğrafyamız farklı olsada gönül dostluğu her zaman üstün geliyor. İnsan olmanın gururunu yaşıyoruz. Emek verilerek yapılan bu projelerde tüm öğretmenlerimizin ne kadar çok fedakarlıklarla ayağıımıza kadar sundukları bu hizmetlerinden dolayı teşekkür ediyoruz.

ARDA MIHLATIS VE AİLESİ

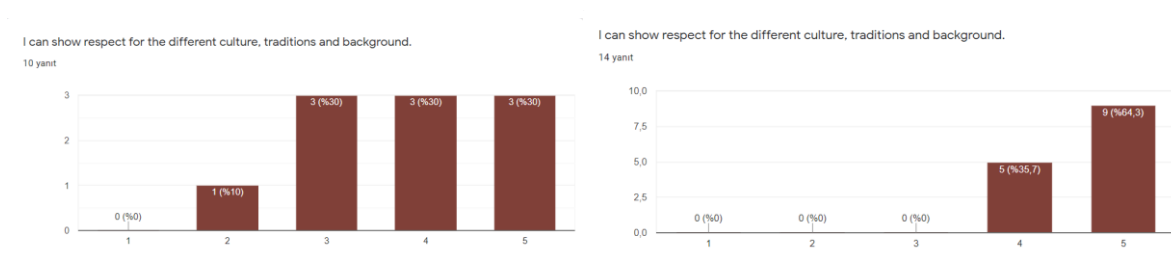
ANAMUR POLAND BROTHERHOOD Everything started with the activities of my son Arda MIHLATIS held in Tenczynek, Poland, as part of the Erasmus music project organized by Anamur Vakıfbank Secondary School. Due to the warm and sincere communication established with the family where our son is staying, we wanted to be closer as two families and to get to know each other better. The Witek family came to our country for 10 days on August 21 to get to know us and spend their holidays with us. The process that started with our children gave us a warm and happy feeling with families, and we had the opportunity to get to know Polish culture and introduce Turkish culture and hospitality. Since the sea water in their country is a maximum of 17 degrees in summer, they could not swim in the sea and enjoyed the hot weather during the whole day they stayed. They shared their admiration with us during the tours we took in places worth seeing such as the historical city of Ören, Astım cave, Mamure castle, Pullu picnic area, which are among our historical riches in Anamur. We introduced our mosques, which are the religious values of our country, to them. Once again, we realized that even though our culture, language, religion and geography are different, friendship of heart always prevails. We are proud of being human. ARDA MIHLATIS AND FAMILY

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Although our students are aware that different cultures have differences at the beginning of the project, it is seen that they are more knowledgeable and willing to understand them at the end of the project.

8



Our students, who were cautious about respect for different cultures at the beginning of the project, were observed to show more respect by introducing themselves and getting to know them.