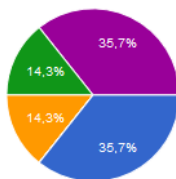


Teachers survey : assessment of the 2015-2016 ERASMUS project



Estonia	5	35.7 %
France	0	0 %
Slovenia	2	14.3 %
Turkey	2	14.3 %
Latvia	5	35.7 %

Number of students involved in the project

6
15
45
28
8
40
50

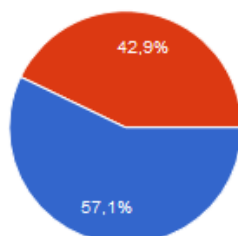
Number of teachers involved in the project

6
4
3+3
5
7
8

Function of the other partners (other than teachers and students)

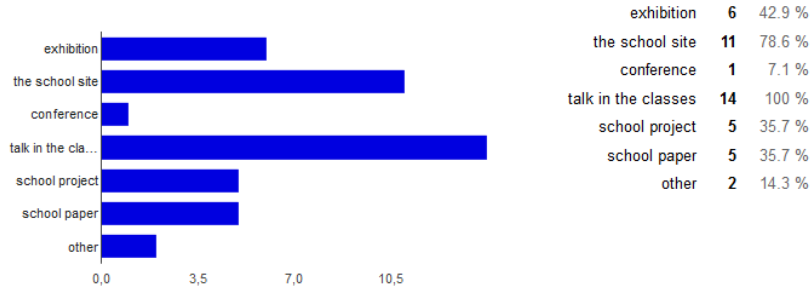
headmaster, accountant
Headmaster of Pärnu Ühisgümnaasium City Administration of Pärnu (The Department of Education and Culture) Local Newspaper Pärnu Postimees
To facilitate the fulfilment of the tasks.
-
I can't understand what do you mean.
Representatives of local communities (mayors, presidents of associations) Representatives of local companies Representatives of media

Students' commitment in the project



very good	8	57.1 %
good	6	42.9 %
average	0	0 %
insuffisant	0	0 %

Means of dissemination of the project inside the school



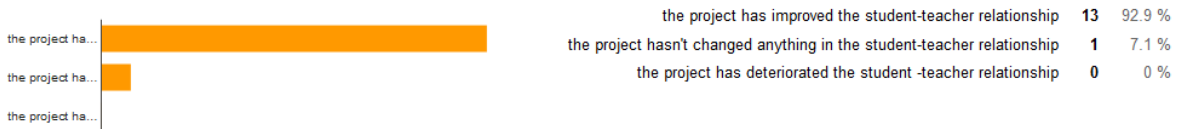
If "other", give more details about the means of dissemination in your school

News in local newspaper The corner of Erasmus+ projects on the 3rd floor of the school

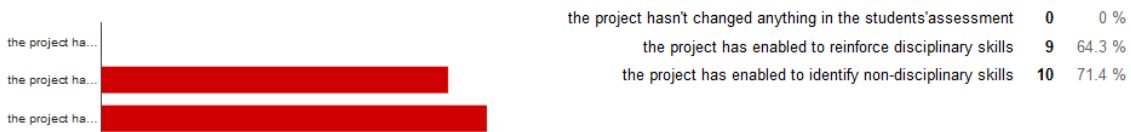
We recorded project hymn with our choir - that ment a lots of talk about this project.

making special food and film about our culture and about cultural stereotypes throw the other people eyes.

Means of dissemination of the project outside your school



Added value of the project in the assesement of the students' skills



Give some details about the main skills which have been reinforced thanks to the project (knowledge)

- foreign language skills: French and English: the students were encouraged to write in both languages, to communicate using a foreign language and to experience interdisciplinary lessons in French language; - artistic skills: the students learned how to write a stanza for an anthem (the use of verse, melody...), they acquire d some knowledge about how to record music; the students learned how to make a film: from the idea to filming (writing a screenplay, organising sequences, role distribution, costumes, prompts, filming, filmmaking...)

- We learned more and detailed information about partner countries - We got to know the stereotypes about us - Students learned to put the gathered information together and express it by art in form of the posters - Students learned to work together in a team, to make compromises - Students learned to make videos and produce them - Students learned to present themselves, their school and country/town for the guests in June in a foreign language -

The students taking part in the project learned how to think, speak and write in English to carry out the tasks required. They further developed their computer skills together with the use of other media including digital social media. They are now more aware of the content of a printed material written in English than ever before.

Give some details about the non-disciplinary skills revealed by the project (in terms of know-how and life skills)

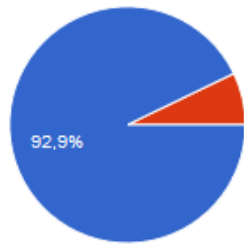
The project has improved the relationship between our students. Since they are the first year class, the project made it possible for them to spend more time together and do thing together. We can see that they feel more connected and very proud of the final outcome.

- Communication in foreign language - IT-competences - Creative thinking and art works - Working together in a team - Expressing your views

Not only the students but also the teachers involved in the preparations of the project tasks benefited a lot from the process. In the first place, the communication barriers between the students and the teachers were broken. In the second place, the students themselves got to share a common ground on which they could set up both in-school and out-of-school close relations. As they developed a common social environment, they produced better results.

skills how to deal with different type of information and also how to deal with stereotypes

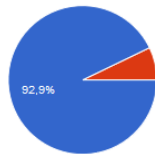
Characterize the distribution of the tasks between the teachers of your school



rather balanced	13	92.9 %
insufficiently balanced	1	7.1 %

The previous coordinator has been replaced by the new one - a teacher who took place in this year event and her name is Dace Ozolina. A team of seven people and the school's head master will be allocated for this project. We will ensure that deadlines are met, communication is regular and clear as well as being precise.

Characterize the distribution of the tasks between the partner countries



rather balanced	13	92.9 %
insufficiently balanced	1	7.1 %

If "insufficiently balanced", which solutions are you planning to improve the situation ?

- discuss with the coordinator of the Latvian team and probably replace him with a new coordinator

Added value of the project in the relationship between the teachers



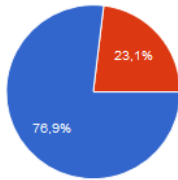
the project has improved the relationship between the teachers	14	100 %
the project hasn't changed anything in the relationship between the teachers	0	0 %
the project has deteriorated the relationship between the teachers	0	0 %

Added value of the project for a better understanding/knowledge of the other countries school system



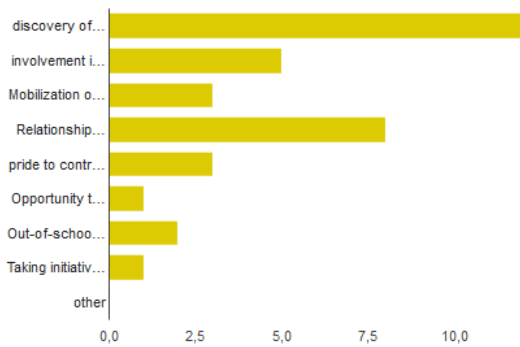
very important/important	14	100 %
average	0	0 %
weak	0	0 %

Added value of the project for a better knowledge of the colleagues' teaching practices



very important/important	10	76.9 %
average	3	23.1 %
weak	0	0 %

According to you, what are the 2 main assets of the project?

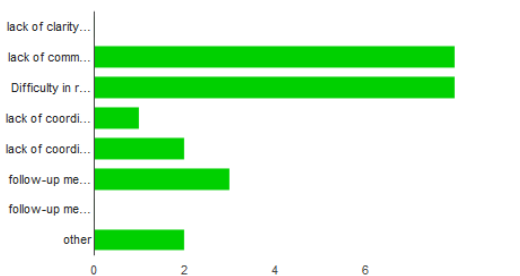


discovery of the culture of the other partner countries	12	85.7 %
involvement in a collaborative project	5	35.7 %
Mobilization of skills beyond the disciplinary fields	3	21.4 %
Relationship and communication with foreign partners	8	57.1 %
pride to contribute to various productions under the project	3	21.4 %
Opportunity to be valued under the project	1	7.1 %
Out-of-school opening under the project	2	14.3 %
Taking initiative under the project	1	7.1 %
other	0	0 %

If "other", specify the other strengths of the project

Sharing good practices between the partners. Collaborative working (resarches made in different schools and partner countries).

According to you, what are the two main weaknesses of the project?



lack of clarity regarding the goals of the project	0	0 %
lack of communication/relationship with the students of the other partner schools	8	61.5 %
Difficulty in respecting the deadlines in the various stages of the project	8	61.5 %
lack of coordination between the teachers	1	7.7 %
lack of coordination between the students and the teachers	2	15.4 %
follow-up methods by the national agency	3	23.1 %
follow-up methods by the school administrator	0	0 %
other	2	15.4 %

If "other", give some details about the weak point(s) of the project

there are nos tudents involved into exchanges

some partners don't appreciate the partners efforts and cultural program and only complain about.

General comments

The participation in the project increased our awareness in other partners' countries, their culture and traditions. Improved students' and teachers' foreign language and communication skills, and self development. The meeting in Slovenia was well organized in every aspect. Many thanks to the French team who were understanding and supportive, and helped us to improve our performance. We appreciate it.

It is very interesting project and the activities allso.

We are very satisfied with the project, the themes are very interseting for our students and so are the tasks that help them develop numerous skills. And what is more important, students work together, they become friends, they communicate. They are able to compare their culture, habits and customs with those from the partners countries.