



Analysis of final questionnaire administered to direct and indirect participants - Portuguese report -

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The following report analyses the impact effected by the Unesco Heritage project carried out in the framework of European Union's programme Erasmus+ School Key Action 2, in which our school is a participating institution. In order to measure change effected we created 3 different questionnaires administered to direct participants and indirect participants, not having participated in Learning, Teaching and Training Activities. The first questionnaire was administered to teachers involved in the programme, the second one to students involved in the programme and the third one to the students' families.

The theoretical base for all 3 questionnaires was common and they all focused on change or possibility of change, effected by the project in the final phase and will contribute to impact assessment and final evaluation of the project. The questionnaires were administered at the same time, about two months before the official ending of the project. All students and teachers who answered the questionnaire had already participated in a mobility. None of the families had taken part in strategic partnership programmes before.

All three questionnaires were quite extensive and analytic. The questions were mostly closed-ended type ones and they concerned very specific topics. Even though this caused a delay in collecting and analyzing the results, we consider its elaborateness to be revealing and to have contributed greatly to a better understanding and appreciation of the wide array of aspects of the impact of the project.

The thematic units we chose to look into as regards the impact we hope to achieve through the programme were as follows:

- 1) Impact on beneficiaries as regards The 8 "Key Competences for Lifelong Learning " (European Reference Framework) , our Action proposes to develop delimited in the following categories: Knowledge, skills and attitudes.
- 2) Impact on beneficiaries as regards their everyday practice:
- 3) Impact on the thematic of cultural heritage
- 4) Relevance of activities.
- 5) Impact on mobility and European values
- 6) Impact on communication, cooperation, and openness
- 7) Impact on personal and professional development

- 8) Quality of involvement and dissemination
- 9) Qualities of the partnership(s)
- 10) Sustainability of results
- 11) Added value
- 12) 'Level' of impact

Respondents were also asked to comment on of the most important and expected positive results of the Action and possible unexpected negative results.

The impact of the Action, if any, may be limited to some individuals in an organization (direct and indirect beneficiaries). However, this impact may also spread to cover the institution more widely, e.g. through transfer of the experiences and new practices across the organizational structures and community of a school. Therefore, in their responses the beneficiaries were asked to indicate to what extent they felt this may have happened in their case, by providing relevant responses in both available areas.

The resources used to formulate the questions were the following:

Key Competences for Life Long Learning –

<http://eur-lex.europa.eu/browse/summaries.html>

World Heritage Centre. The Kit. World Heritage in Young Hands

<http://whc.unesco.org/en/educationkit/>

Erasmus + Programme Guide

http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

The Likert-scale questions which were used for the questionnaire gathered responses to several statements concerning the level of respondents' agreement with those statements (1:agree, 2: tend to agree 3: tend to disagree; 4:disagree. The respondents were also offered a 5th choice: Not relevant/too soon to say) allowed for easy comparisons between the different statements and revealed interesting tendencies.

Teachers' questionnaire was administered to male and female teachers, between 46 to 56 years old, 4 of them had participated in a Comenius school partnership project. Students are aged between 14 to 18 years old and parents are aged between 43 to 53 years old. Some parents hold a University Degree, others are local businessmen, and some are employees. The *Agrupamento de Escolas Dr. Mário Sacramento* is composed of several schools located in different parts of the city (centre and surrounding areas).

Analysis of the questionnaire according to various thematic areas.

A. Impact on beneficiaries as regards the "Key Competences for Lifelong Learning " (European Reference Framework) , our Action proposes to develop delimited in: Knowledge, skills and attitudes.

1. **Communication in mother tongue.** Ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

STUDENTS

When answering as individuals, 71,4% of the students *agree* or *tend to agree* , 14,3% tend to disagree while 14,3% refer it is *not relevant* the involvement in the project can have a positive effect on improvement of their mother tongue knowledge and skills.

As regards disposition to critical and constructive use of their mother tongue in a tasteful, positive and socially responsible manner, 43% *agree* and 57% *tend to agree*.

As concerns their view of the transfer of the competence to the school more widely, their responses were similar to the previous field (as individuals) – 71,4% of students *agree and tend to agree* and the rest were divided between *tend to disagree* (14,3%) and not relevant (14,3%).

TEACHERS

When answering as individuals, the majority of the teachers *tend to disagree*. They do not recognize the extreme importance of participation in the project for the development of skills in the mother tongue. However, many *agree* the participation in the project enables them to sharpen, develop and improve the use of appropriate vocabulary and specific terms related to the project theme in various communicative situations.

As regards the transfer of the competence to the school institution, most teachers *agree* (80%) that the impact of the programme on the use of the mother tongue depends mainly on the personal characteristics of individuals rather than its transfer to the institution.

PARENTS

When answering as individuals they were divided between agree and tend to agree (50%) and disagree or tend to disagree (50%). As concerns the organization more widely, all the parents agree or tend to agree (100%) that the participation in the project is an opportunity to develop their ability to express opinions, thoughts and feelings and also to create disposition to use the mother tongue in a critical, positive and responsible manner.

Conclusion: *The majority of the students maintained their opinion on the positive effect that the involvement in the project had improvement on their mother tongue knowledge and skills. Teachers, as individuals, still do not recognize the extreme importance of participation in the project for the development of skills in the mother tongue. However, 60% agree or tend to agree the participation enabled them to develop and improve the use of appropriate*

vocabulary and specific terms related to the project theme in various communicative situations. 50% of the parents concluded that the project wasn't so important in improving language skills. As regards the Institution, all recognized its importance in this item.

2. Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, skills such as mediation and intercultural understanding.

STUDENTS

Both in answering as individuals and as concerns the organization more widely, 100% of the students seem to recognize the programme's positive effect on their knowledge and skills in the use of the English Language. For them it was natural to expect a programme that involves interaction in a foreign language in real working conditions. It seemed logical that during the programme the students familiarize themselves with the theme and objectives of the project and prepare themselves cognitively for the activities, collecting and processing information in the English language in order to prepare presentations , produce texts on different topics and communicate in social different contexts .

In answering the question about how they feel about the project's impact on their sense of European citizenship through cultural and linguistic exchange, 43% *agree* and 57% *tend to agree* .

TEACHERS

When answering as individuals, all the teachers consider that their participation in the programme is expected to be an added advantage in improving their knowledge and skills in English.

As in the case of the students, using the English language when preparing for and taking part in the project activities greatly improved their knowledge and skills but also enhanced their disposition to lifelong learning of foreign languages. The teachers taking part in the project are of various subject areas (Language, History, Social Sciences and Physical Education) and their being required to speak and write in English, study resources and prepare themselves for activities that involve cooperation and interaction with other teachers in English was really challenging and motivating. They also agree that the project contributes to develop a sense of European citizenship through cultural and linguistic exchange.

As regards the transfer of the competence to the school institution, most of the teachers choose *agree* (80%) or *tend to agree* (20%), reflecting their own intention for self-improvement, since their subject area is not English.

PARENTS

The majority agree or tend to agree (75%) that their participation in the programme, can have a positive effect on their appreciation of cultural diversity and disposition to learn foreign languages formally and informally as part of lifelong learning and also on a sense of European citizenship through cultural and linguistic exchange and 25% disagree or consider not relevant.

Conclusion: The majority recognized the programme's positive effect on their knowledge and skills in the use of the English language. They also agree or tend to agree that the project contributed to develop a sense of European citizenship through cultural and linguistic exchange.

3. Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking and reasoning in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world and help us draw evidence-based conclusions. These competences involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.

STUDENTS

Only 43% of students agree or *tend to agree* that the project can increase their understanding of basic operations of mathematical concepts and understanding the impact of science and technology on the natural world, 43% disagree and 14% refer it irrelevant. It also seems they consider important not only the ability and willingness to use mathematical modes of thought (interrogative questioning, evidence-based deductions, logical and spatial thinking), but also their critical appreciation and curiosity - 57% agree while 43% tend to disagree.

As regards the transferability of the competence to the school institution, 40 % of the students agree or *tend to agree*, 40% disagree or *tend to disagree* while 20% consider it not relevant.

TEACHERS

When answering as individuals, teachers demonstrate not to recognize the extreme benefit of the project to their development of the knowledge and understanding of basic operations of mathematical terms and concepts (66%), 16,5% consider it *irrelevant or too soon to say* while 16,5% *tend to agree*.

As regards transferability of the competence to the institution more widely, teachers show similar tendencies as above. They do however agree that it is important to develop skills to apply basic mathematical principles and processes in everyday context.

PARENTS

In answering as individuals, half of the parents (50%) tend to recognize the potential of the programme to enhance their mathematical competence and basic competences in science and technology but the other half *disagree* (50%).

Their stance changes as concerns transferability to school, showing high expectation on the organization to develop skills and change attitudes in that topic – 75% agree or *tend to agree* and 25% disagree.

Conclusion: At the end of the project, more than 50% of students and parents, as individuals, tend not to recognize the extreme benefit of the project to enhance their mathematical competence. As regards the Institution, parents showed high expectation on the organization to develop skills and change attitudes in that topic.

4. Digital competence. Confident and critical use of information and communication technology (ICT) for work, leisure and communication.

STUDENTS

All the students *agree* or tend to agree (100%) that ICT can support creativity and innovation. They also consider important the understanding of the opportunities and potential risks of the internet for work, leisure, information sharing and collaborative networking learning and research as well as the critical and reflective attitude towards available information and responsible use of the interactive media – 100% *agree or tend to agree*.

As regards transferability of the competence to the institution more widely, students show similar tendencies as above.

TEACHERS

Both in answering as individuals and as regards the organization, teachers seem to be convinced of the programme's positive effect on their self-improvement since they have to search, select and gather information to guide students on the development and implementation of activities. Teachers *tend to agree* (80%) recognizing the importance of the programme on the interest in engaging in communities and network for cultural, social and professional purposes. 20% find it *irrelevant or too soon to say*.

PARENTS

Parents' responses are placed between tend to agree (75%) and tend to disagree (25%). The majority of parents seem to be actively engaged in the activities' preparation. The minority (25%) doesn't consider their involvement in the project quite beneficial to develop one's own digital competence.

As regards transferability to the school, parents divide their answers between *agree* (75%) and *tend to agree* (25%). They seem to attribute to school an important role in order to acquire the most benefit in the use of tools to produce, present and understand complex information and also to have a critical and reflective attitude towards available information.

Conclusion: *There was no significant change in the view shown in the initial questionnaire. Most agreed with the importance of ICT in this topic.*

5. Learning to learn (metacognition) is related to learning, the ability to pursue and organize one's own learning, either individually or/and in groups, in accordance with one's own needs, and awareness of methods and opportunities. Motivation and confidence are crucial to an individual's competence.

STUDENTS

The students' responses are placed between *agree* (25%) and *tend to agree* (75%). Students seem to recognize the potential of the programme to enhance knowledge of the competences and develop skills and qualifications in order to organize one's own learning.

TEACHERS

When answering as individuals, teachers refer that their involvement in the programme can have a positive effect on their ability to work collaboratively sharing experiences, learning strategies and teaching methods with teachers from other countries and different cultural contexts.

PARENTS

In answering as individuals the majority of the parents recognize they can benefit from the programme particularly in the acquisition and assimilation of new knowledge and skills (75% tend to agree). However 25% of them disagree.

They also agree on the importance of the collaborative work and the benefits that each one can withdraw from the sharing of knowledge and experiences in a heterogeneous group (50% agree and 50% tend to agree) desiring to apply learning in a variety of life contexts.

As regards the school institution, they show similar tendencies as above (50% agree and 50% tend to agree).

Conclusion: *All the students have recognized how important was this project to develop skills in order to organize one's own learning. The teachers also confirmed the project had a positive effect, at individual and institutional level, on their ability to work collaboratively sharing experiences, learning strategies and teaching methods with teachers from the other countries and different cultural contexts. The majority of the parents also agree on the benefits from the project in the acquisition and assimilation of new knowledge and skills.*

6. Social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

STUDENTS

The vast majority of the students agree (25% agree and 50% tend to agree), but 25% disagree that the involvement in the programme can have a positive effect on one's knowledge and understanding of the concepts of democracy, justice, equality, non-discrimination, citizenship and civil rights and how they are applied by various institutions at local, regional, national and

European levels as also on the awareness of diversity and cultural identities in Europe. Their participation in the project has and is expected to develop the full respect for human rights including equality as a basis for democracy and the willingness to be involved in civic activities. Their stance do not change as concerns transferability to the institution (25% tend to agree and 75% agree).

TEACHERS

The teachers' responses are placed between agree (65%) and tend to agree (35%). Most teachers think that the programme helps to reinforce the idea they had previously formalized - a Europe of unity, solidarity and tolerance that respects the problems and the culture of each country which belongs to it. The project shows that when one wants the language barrier is overcome to achieve a common goal.

As regards the school institution, all the teachers agree that pupils exchange is the surplus value of the project since with the interaction with other cultures, students become more understanding and more tolerant, developing respect for other peoples, religions and customs, promoting the spirit of solidarity. Exchange has always brought benefits and schools have to be able to gain from it, so it is important to increase mobility and encourage the sharing of best practice.

PARENTS

When answering as individuals, most parents seem to be convinced of the programme's positive effect on the development of social and civic competences and also on the awareness of diversity and cultural identities in Europe (50% agree and 50% tend to agree).

As might be expected, when answering about the impact to the school institution, parents were more confident (50% agree and 50% tend to agree) since all of them considered that there is a lot to be gained from the cooperation and sharing of experience between countries throughout the Europe. The exchange should become a matter of course and the institution should motivate young people to do it. For them, school can do a lot to encourage search for ways to strengthen citizens' sense of identity and belonging to Europe.

Conclusion: *In this topic, the opinions stated in the 1st survey were maintained in relation to the final one, and the majority have recognized the importance the project had on the development of all topics of this item.*

7. Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. This should include awareness of ethical values and promote good governance.

STUDENTS

When answering as individuals, students agree (43%) and tend to agree (43%) but 14% tend to disagree. As regards to school institution, the majority of students agree (25%) or tend to

agree (75%) that their involvement in the project develops skills such as creativity, curiosity, imagination, personal expression, public speaking, critical thinking, perseverance and self discipline. They also demonstrated motivation and determination to meet objectives, whether personal goals or aims held in common with others.

TEACHERS

When answering as individuals, the majority of the teachers believe that school must promote entrepreneurial mindsets. They *agree* (66%) or *tend to agree* (33%) that the involvement in the programme is an opportunity to enhance their creativity, curiosity and personal expression and motivation and determination to meet objectives.

As regards the school institution, their stance tends to be also positive (50% agree and 50% tend to agree). They consider that students need to be encouraged to be active in civil society and stimulated to enterprise. School has a special place in the promotion and the development of entrepreneurial initiatives.

PARENTS

When answering as individuals, parents recognize themselves as real beneficiaries, since their positive answers gathered their preference.

In general, the parents agree on the importance of the project both of knowledge and skills development and of attitudes, since the answers are between agree (60%) and tend to agree (40%).

As regards the institution, they defend that schools must encourage young people to be active, motivated and determined to meet objectives, whether personal goals or aims held in common with others (30% agree, 50% tend to agree, 20% to soon to say). Schools must open themselves up and also pin their hopes on renewal even starting with a small group of students taking the initiative to do something.

Conclusion: *All respondents agree or tend to agree that the involvement in the programme was an opportunity to develop their creativity and motivation to meet objectives and essentially the skills to speak in public. However, 14% of the students have changed their opinion since they seem not to be convinced of the project's positive effect, as individuals, on the development of these topics. Parents, although the majority have agreed, they also showed some skepticism, as regards the institution, because they consider the students need to be encouraged to be active in civil society and stimulated to enterprise.*

<p>8. Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).</p>

STUDENTS

When answering as individuals, students agree (41%) or tend to agree (59%) that their involvement in the project helps them understanding the cultural and linguistic diversity in Europe and the need to preserve it. The programme also enhances them to develop the ability to relate one's creativity and points of view to the opinions of others as well as to realize social and economic opportunities in cultural activity, understanding one's own culture and sense of identity.

Their stance does not change as concerns transferability to the institution. (57% agree and 43% tend to agree)

TEACHERS

Both in answering as individuals and as regards the organization, teachers agree (65%) and tend to agree (35 %) that the involvement in the project is supposed to be an added value in development of their cultural awareness and expression. It is an opportunity to sharpen their aesthetic and artistic capacities as well as to appreciate and enjoy works of art performances and self-expression using one's innate capacities.

PARENTS

The vast majority of the parents, both in answering as individuals and as regards the institution, stand very positively considering their involvement in the project quite beneficial to improve their knowledge of cultural works, understanding the diversity in Europe and the need to preserve it.

They also seem to appreciate the benefit of the programme to their awareness of local, national and European cultural heritage and their place in the world (75% of the parents chose 1 – agree and 25% 2 – tend to agree).

Furthermore, the sense of identity of where they belong is also very important for them (75% agree and 25% tend to agree).

***Conclusion:** All respondents, both in answering as individual and as regards the organization, considered very positive their involvement in the project as it helped them to understand the cultural and linguistic diversity in Europe and the need to preserve it, opinion already demonstrated in the 1st survey.*

Impact on students as regards their everyday practice

STUDENTS

As far as the impact on students everyday practice is concerned, they divide their answers between agree (62%) and tend to agree (38%). They have confirmed the positive effect of their involvement in the project on recognition of the importance of racial non-discrimination, tolerance and respect for all peoples and their cultures and that they are part of human civilization, forever interacting and interdependent.

Students show similar tendencies when answering about the school institution.

TEACHERS

It seems they consider their involvement in the project quite beneficial to enhancing their usual teaching practice (50% *agree* and 50% *tend to agree*).

Their stance does not change as concerns transferability to the institution, recognizing that they will apply knowledge and experiences gained in the Action in favour of their pupils (75% *agree* and 25% *tend to agree*).

PARENTS

Parents' stance tends to be positive when answering as individuals. They recognize the benefit of their involvement in the project in their usual everyday practice (55% *agree* and 31% *tend to agree* and 14% *tend to disagree*). When answering about the impact to the school, parents seem to be also confident in their responses, placing them mostly on 1 (*agree*) – 63% and 2 (*tend to agree*) – 37%.

Conclusion: *There was no significant change in opinion of respondents compared to the first survey. They have confirmed the positive effect on the recognition of the importance of tolerance and respect for all peoples and their cultures. In relation to parents, they revealed a more positive trend with regard to the recognition of the real benefit of their project involvement in their usual everyday practice.*

IMPACT ON THE THEMATIC OF CULTURAL HERITAGE

STUDENTS

Both in answering as individuals and as regards the organization, 100% of the students *agree* that their involvement on the project has increased their knowledge and understanding the importance of UNESCO to cultivate aesthetic capacity and safeguard the World Heritage, as something unique and unrepeatable.

It also enhances them to develop their awareness of the significance of the intangible cultural heritage as a reflection of cultural diversity worldwide and a testimony to human creativity. They have confirmed the positive effect on recognition of the importance of racial non-discrimination, tolerance and respect for all peoples and their cultures and that they are part of human civilization, forever interacting and interdependent. (71% *agree* and 29% *tend to agree*).

Students show similar tendencies when answering about the school institution.

The vast majority of the students recognize the positive effect of the programme on the raise of one's ability to acquire basic research skills (searching for and analysing information, drawing conclusions and formulating suggestions), to participate in environmental protection and to visit cultural and natural sites in a respectful and responsible way (71% *agree* and 29% *tend to agree*).

When asked about the influence of the project on changing attitudes, they feel encouraged to respect and value World Heritage sites, to appreciate their culture, their country's history and its natural environment and to reflect on and respect the measures taken to preserve World Heritage (100% *agree*) . They were less optimistic about becoming involved in local heritage protection and developing a strong conservation ethic and a sense of shared responsibility for the world's cultural and natural heritage (80% *agree*, 20% *tend to agree*).

TEACHERS

The skills and attitudes connected with this topic gathered the most favourable answers both in the area where teachers answered as individuals and as regards transferability to the school organization.

Their involvement in the programme has increased their knowledge about the cultural and natural sites inscribed in the World Heritage List (100% *agree*).

Analysing their responses, it seems they consider the project quite beneficial to enhancing their ability to take responsible and informed decisions to preserve local and world heritage, to conduct research and use analytical techniques to learn more about world heritage and to discuss issues in an open and democratic manner (100% *agree*).

Besides that, they have emphasized the contribution of the Action to assume initiative in support of heritage conservation and visit cultural and natural sites in a respectful and responsible way (100% *agree*).

It also enhances them to develop their awareness of the significance of the intangible cultural heritage as a reflection of cultural diversity worldwide and a testimony to human creativity. They have confirmed the positive effect on recognition of the importance of racial non-discrimination, tolerance and respect for all peoples and their cultures and that they are part of human civilization, forever interacting and interdependent. (75% *agree* and 25% *tend to agree*).

Teachers show similar tendencies when answering about the school institution.

PARENTS

Both in answering as individuals and as regards the organization, 75% agree and 25% tend to agree on the benefits acquired as far as knowledge around World Heritage is concerned. The skills and attitudes connected with this topic gathered the less favourable answers (50% agree, 25% tend to agree and 25% tend to disagree). They expect the school to acquire the most benefit in that aspect and enhance it to their students (75% *agree* and 25% *tend to agree*).

Conclusion: *There was no significant change in opinion of respondents compared to the first survey. Both in answering as individuals and regarding the organization, all respondents agree or tend to agree that the involvement in the project had increased their knowledge and understanding the importance of UNESCO and safeguard the World Heritage, as something unique and unrepeatable. It also developed the awareness of the intangible cultural heritage significance as a reflection of cultural diversity worldwide and a testimony to human creativity.*

Relevance of activities. The proposed activities are built around the project's objectives but also emphasize the importance of learning by doing (experiential learning), where the students are given hand-on practical activities. The activities also involve students' creativity, imagination, problem-solving skills, artistic and aesthetic talents. Another aspect of the proposed activities involve actual experience of the multicultural context the Action is built upon, where the students interact socially and learn to appreciate cultural diversity.

STUDENTS

When answering as individuals, students have recognized all the activities proposed as educative and relevant to the project goals. However, there are three which stand out from their particular perspective: virtual workspaces, use of social media and communication platforms; making and presenting Power Points about their country, school and cultural heritage as part of the Learning Teaching and Training activities abroad and, finally, hosting and being hosted in the homes of students from other countries (43% *agree* and 57% *tend to agree*). The remaining responses were also placed in *tend to agree* or *agree*, 33% and 66% respectively.

Students show similar tendencies as regards transferability to the school.

TEACHERS

When answering as individuals, the majority of the teachers recognize the activities as relevant to the project objectives – (75% *agree* and 25% *tend to agree*). However some of them are expectant for considering some of them too ambitious for the age range of the students involved.

PARENTS

87% of the responses were placed in *agree* or *tend to agree* and 13% not relevant or too soon to say. It shows that they are in agreement with the importance and relevance of the activities when answering as individuals or as regards transferability to the institution. 8% of the responses were placed in 5 – too soon to say, demonstrating less reserve in the implementation of all proposed activities, 35% *agree* and 56% *tend to agree*.

Conclusion: *Both in answering as individuals and as regards the organization, all respondents agree or tend to agree that all the activities proposed were educative and relevant to the project goals.*

IMPACT ON MOBILITY AND EUROPEAN VALUES

STUDENTS

When answering as individuals, students seem to confirm that the involvement in the Action has increased their understanding and engagement with the European context more generally as well as their mobility in Europe beyond the project (66% *agree* and 33% *tend to agree*). Students show similar tendencies as regards transferability to the school, except when answering the question about the use of the Mobility Document from the Europass Portfolio and the mobility in Europe beyond the Action (50% *agree* and 50% *tend to disagree*).

TEACHERS

When answering as individuals, teachers consider their involvement beneficial to enhancing their understanding of other European educational systems as well as their engagement with the European context more generally. They show similar tendencies as concerns transferability to the school.

PARENTS

When answering as individuals, parents tend to agree that their involvement in the programme has increased their understanding of other European educational systems and the engagement with the European context more generally (65% *tend to agree*, 25% *agree* and 10% *irrelevant*). They show similar tendencies as concerns transferability to the school. (90% *tend to agree* and 10% *irrelevant*).

Conclusion: *There was no significant change in opinion of respondents compared to the first survey. They confirmed that their involvement in the project increased their understanding of other European educational systems as well as their engagement with the European context more generally.*

IMPACT ON COMMUNICATION, COOPERATION, AND OPENNESS

STUDENTS

Both when answering as individuals and as concerns transferability to the institution, students acknowledge that they feel less “isolated” in their student “World” since they have got connected with different practices and cultures (43% *agree* and 57% *tend to agree*). However, they seem to feel less confident when answering about their involvement in other projects and initiatives outside Erasmus+ or even participate in European training (57% *agree*, 29% *tend to agree* and 14% *tend to disagree*).

TEACHERS

When answering as individuals, 50% *agree*, 25% *tend to agree* and 25% *too soon to say*. They recognize they feel less isolated in their “world” and the benefit of the project in get connected

with different professional contexts, practices and cultures. They were less confident when answering about maintaining contact and collaboration after the end of the EU funding or starting other projects on their own initiative (50% to soon to say, 25% tend to disagree).

PARENTS

As might be expected, when answering about the impact to the school, parents were much more confident, recognizing the great benefit for the school as a whole since their responses were placed in agree or tend to agree (18% agree and 82% tend to agree).

When answering as individuals, their stance tends to be more negative since parents have essentially chosen tend to agree (50%), tend to disagree (25%), agree (21%) and too soon to say (4%).

Conclusion: *In terms of cooperation, the vast majority of the respondents, when answering as individuals and as concerns the transferability to the institution, felt less isolated in their “world” and recognize the benefit of the project in connection with different professional contexts, practices and cultures. However, teachers were less confident about starting other projects on their own initiative. Although some parents haven’t recognized yet the benefits of the project at an individual level, there was a more positive trend in their answers.*

IMPACT ON PERSONAL AND PROFESSIONAL DEVELOPMENT

STUDENTS

The vast majority of the students agree that their involvement in the Action has a positive effect not only on their personal development (62% agree, 29% tend to agree and 9% too soon to say) but also on their “professional”, overall (86% agree and 14% tend to agree). They were also confident when answering the question about their career development in connection to any future job applications (86% agree, 14% tend to agree).

TEACHERS

The majority of the teachers agree that their involvement in the project has a positive effect on their professional and personal development, overall as far as professional skills is concerned. They also pointed to the benefits to their own learning acquisition, knowledge and critical thinking (75% agree and 25% tend to agree).

PARENTS

The majority of the parents agree that their involvement in the Action is quite beneficial to their personal development as well as to their own professional and career development (25% tend to agree and 33% agree, but 25% tend to disagree and 17% to soon to say).

Conclusion: *There was no change in the views expressed in the first questionnaire. Concerning the impact the project may have on their professional future, 14% of students believe that it is too soon to say. The majority of the teachers do not agree that their involvement in the project*

will have a positive effect on the development of their careers. 50% of the parents also don't recognize the real benefit of the project on their professional and career development.

QUALITY OF INVOLVEMENT AND DISSEMINATION

STUDENTS

In this thematic, students seem to be aware of their role in the programme (What they are supposed to do and why). They agree that they have reported back to their peers on the experiences gained through the project and more generally, the messages and outcomes have been disseminated widely and to appropriate audiences (63% *agree* and 37% *tend to agree*).

TEACHERS

Teachers consider they have report back to their peers on the experiences gained through the project. They seem to be aware of their role in the Action, being clear what they have to do. (50% *tend to agree* and 25% *agree*). They have also pointed to the direct and active involvement of the schools.

PARENTS

96% of responses were placed in *agree* or *tend to agree*. This reveals that they consider their involvement in the programme positive to their personal development overall. Their positive stance was not repeated when answering about their own professional and career development (58% *tend to agree*, 38% *agree* and 4% *too soon to say*).

Conclusion: *There was no significant change in opinion of respondents compared to the first survey. They agree that they have reported back to their peers on the experiences gained through the project and more generally, the messages and outcomes have been widely disseminated and to appropriate audiences. In relation to the parents, they were skeptical at first, because 50% disagreed or tended to disagree, opinion changed in the 2nd survey, as 96% agree or tend to agree, revealing that they consider their involvement in the programme positive to their personal development overall.*

QUALITIES OF THE PARTNERSHIP(S)

STUDENTS

They mostly agree that there has been the right mix of different types of institutions in the partnership as well as a strong representation of schools in the Action and the collaboration and exchange of experience among the partners has been effective. (71% *agree* and 29% *tend to agree*).

TEACHERS

When answering about the qualities of the partnership, teachers have formed a positive impression, however they reveal a reserve perhaps connected to the early stage of the programme. Their responses are placed between tend to agree (50%) and too soon to tell (50%).

PARENTS

100% of responses were placed in agree or tend to agree, so they seem to consider them appropriate to respond to demands posed by the Action.

Conclusion: *The opinions were maintained, except for teachers who (50%) initially have considered premature to draw conclusions. In the 2nd survey, 100% agree that there has been the right mix of different types of institutions in the partnership as well as a strong representation of schools in the Action and the collaboration and exchange of experience among the partners were effective.*

SUSTAINABILITY OF RESULTS.

STUDENTS

Both when answering as individuals and as concerns transferability to the institution, 100% of the students (64% agree and 36% tend to agree) consider possible and easy to maintain and exploit the good results of the programme beyond the end of EU project funding as well as to maintain an updated and effective project/network website after the end of EU project funding.

TEACHERS

Their stance tends to be positive. 60% of the teachers *agree* that it is possible to maintain and exploit the good results of Action beyond the project funding while 40% *tend to agree*. They show similar tendencies when answering about the possibility of maintain an updated and effective project/network website after the end of EU project funding.

PARENTS

The results achieved are homogeneous. 63% tend to agree, 37% agree that it is possible to maintain and exploit the good results of Action beyond the project funding as well as to maintain an updated and effective project/network website after the end of EU project funding.

They show similar tendencies as concerns transferability to the school. 50% agree and 50% tend to agree.

Conclusion: *There was no significant change in opinion of respondents compared to the first survey.*

ADDED VALUE AND LEVEL' OF IMPACT

STUDENTS

All the students (100% agree) recognize their involvement in the project has had added value not only for them as a person, so they would recommend this to a friend or colleague, but also for their school as a whole, recommending it to other schools like theirs. Moreover, they recognize its European added value as they agree it would not have been possible to develop these Action and results, and have an impact, if any, without European cooperation. (100% agree).

As concerns "level of impact", students considered that they have had a positive and lasting impact on them /other individuals (directly or indirectly involved), on their organization as a whole and even on wider systems. (84% agree and 16% tend to agree).

TEACHERS

They recognize that their involvement in de project has added value not only for them individually, but also for the school institution as a whole. This was expressed unanimously. They also recognize that it would not have been possible to develop these Actions and results and have an impact, if any, without European cooperation (60% agree and 40% tend to agree).

PARENTS

Parents share the same point of view of their children with regard to this topic (50% agree and 50% tend to agree).

Conclusion: *All the students recognize their involvement in the project has had added value not only for them as a person, so they would recommend this to a friend or colleague, but also for their school as a whole, recommending it to other schools like theirs. Teachers recognize that their involvement in the project has added value not only for them individually, but also for the school institution as a whole. This was expressed unanimously. Parents share the same point of view of their children with regard to this topic.*