

Evaluation of the EU- project "Choir"

August 2010



Table of contents

Introduction	6
The Cultural Box	6
The Time Frame	7
Communication	7
Meeting – Visits	7
Evaluation	8
The Evaluation is divided in four steps	9
Statements from the evaluation papers	10
1.1 My institution before the project started	10
1.2 This is what we believe is of great value within the project.....	11
1.3 This is what we hope the pupils will learn & experience working with the project	11
1.4 This is what we intend to do – the preparation	12
1.5 What are the signs what can we see in the way the pupil’s receive the project, that this is a relevant and interesting project.	12
1.6 This is the way we are going to document our project.....	13
Conclusion of Step 1.....	14
Step 2 Statements from the evaluation papers	15
1.7 Timeframe – how much time did you use on the project.	15
1.8 Motivation for choosing the timeframe and place	15
1.9 Where did your work take place?.....	16
1.10 Did you use special room for the different products?.....	16
1.11 How the project started – how did you motivate the pupils?.....	16
1.11 How the project started – how did you motivate the pupils?.....	17
1.12 How did the pupils react to the project the work and methods?	17
1.13 Success story – A Maximum of three from each country.....	17
1.14 Describe the teacher’s part of the project	18
1.15 What method did you use during the process?.....	19
1.16 Comments on why these methods have been used.	19
1.17 Choice of partner’s for example: an artist	19
1.18 What did you choose to be a part of the cultural box?.....	20
1.19 Motivations for choosing products to the cultural box.	21
Conclusion to step 2	22
Step 3 Statements from the evaluation papers	24
1.20 Knowledge about the other country – the six different subjects	24
1.21.....	24
1.22 Before opening the box – what do the pupils expect to see?	24
1.23 To the subject – how do the pupils react?.....	25

Conclusion to step 3	26
Evaluation Step 4 Statements from the evaluation papers	26
1.24. Where is your institution now regarding cultural work/cultural planning in connection within the school?	26
1.25. Where you able to make clear, what was of great value within a project like this – signs?.....	27
1.26. Did the pupils learn what you had set up as a goal?	27
1.27. How did your intentions with the project work regarding with what you had planned?.....	27
1.28. Are there signs within the group of pupils that they have learned something new and interesting things about the work with this cultural project?	28
At the meeting in Spain Statements from the evaluation papers ((March/April 2009) following questions were a part of a small interview).....	28
1.29 How many pupils are in the classes that worked in the project 2008-2009?	28
1.30 How many girls and boys are in the classes?	29
1.31 How many pupils have another ethnic background?	29
1.32 Is it the same group of pupils working with the project next school year?	29
1.33 Is it the same group of teachers that work with the project next school year?	29
1.34 How many teachers work in a class – a classroom?	30
1.35 Do the teachers have the different qualifications in music, dance and literature?.....	30
1.36 Are you used to work with projects – the special way of working?	30
1.37 How did you present the Choir project in your local community?	30
Conclusion to step 4	31
Evaluation of CHOIR 2 – step 1	33
Evaluation Step 1 Statements from the evaluation papers	34
2.1 The Institution as of now	34
2.2 This is what we see is of great value	34
2.3 This is what we hope the pupils will learn from this project	35
2.4 This is what we intend to do - the new group.....	35
2.5 This is what we intend to do - the same group	36
2.6 What are the signs–that this is a relevant and interesting project	36
2.7 This is the way we are going to document our project.....	36
2.8 Describe the group that participate this school year	37
2.9.....	37
2.10 How many pupils participate at the school?.....	37
2.11How do the pupils present the project at the school?	38
2.12 The amount of time spent on the project.....	38
2.13 Describe the teachers that participate.....	38
2.14 How did the teachers get involved in the project?	38
2.15 How many pupils do each teacher teach in the project?	39
2.16 Describe the time and effort the teacher put into the project.	39

2.17 Information about the project to others	39
2.18 Colleagues	39
2.19 Parents	40
2.20 Otherwise	40
2.21 Evaluation of the evaluator.....	40
Conclusion to step 1 – second period	41
Evaluation step 2 statements from the evaluations papers second period.....	42
2.22 Timeframe - How much time did you use on the project – the common box.....	42
2.23 Motivation for choosing the timeframe	43
2.24 Where did your work take place?.....	43
2.25 Special places for the different products.....	43
2.26 How did you start the second part – the motivation of the pupils.	45
2.27 What method did you use in the working period?	45
2.28 How did the pupils react to the second part of the project – the work and methods?	46
2.29. Success stories	46
2.30 The teachers part in the project	47
2.31 Choice of partners	47
2.32 What you choose to be a part of the common box.	47
2.33 Motivation for choosing products for the common box.	49
2.34 Looking ahead and reflect.....	50
Conclusion to step 2	51
Evaluation step 3. statements from the evaluations paper Second Period.....	53
2.35 Knowledge about the other countries after the first period and the six topics used in the first period.....	53
2.37 To the items – how do the pupils react?	55
Conclusion to step 3	55
Evaluation Step 4. statements from the evaluations paper Second Period	56
2.38 Where is your institution now regarding cultural work/planning in connection with the school?.....	56
2.39 Were you able to make clear, what was of great value within a project like this – signs?	56
2.40 Did the pupils learn what you had set up as a goal?	57
2.41 How did your intentions with the project work function regarding with what you had planned?	57
2.42 Are there signs within the group of pupils, that they have learned something new and interesting things about the work with this cultural project?	58
2.43 How much of the product to the exhibition did the pupils make alone?.....	58
2.44 Describe your part as a teacher in the process of making the product to the exhibition	59
Evaluators Last Comments	59
The conclusion on the evaluation of the project CHOIR	59
The short version	63

Introduction

The purpose of the project “Common Heritage of Individual Regions”- CHOIR is to focus on the similarities and differences in the cultures of the participating countries in order to find a common root in the European Region. It is also the overall purpose with this project to focus on possibilities in how to develop a way to analyze the different cultures, enhance the cultural awareness and abilities to expressions.

The evaluation of CHOIR is to follow up and to be aware of changes in the organisation, technical systems, use of learning styles in addition to the teaching and learning methods in each of the different participation countries. Different data, numbers, statements, descriptions and reflections are to be a part of the evaluation. The five countries will, during the two periods of the CHOIR-project, receive a number of evaluation papers that follow the arranged activities. The first part of the evaluation will be put on the projects website before the first school year ends.

Five different countries participate in this EU-supported project: Austria, Denmark, Ireland, Italy and Spain. One school from each partner country together with a number of teachers participate. Denmark offers the support of both the Coordinator and Evaluator. Ireland provides the Webmaster and Website.

The countries met once before the project commenced – at a preparatory meeting, where the participants presented themselves and their pupils – this was a kind of acceptance meeting. Lithuania was represented at this meeting but due to financial limitations within its national agency the Lithuanian partner was refused grant approval.

The 1st meeting, after receipt of EU approval, was held in Ennis, Ireland in October 2008. In Ennis all project details were discussed. The timeframe, communication and evaluation were debated together with actual work and Cultural Box content.

The 2nd meeting occurred in Oviedo, Spain in April 2009. At this meeting the participants looked at the Part 1 of the project. The practicalities, amount of project work, the product, the cultural boxes and how to use these as teaching material were debated. At the meeting it was agreed how to approach the next and last part of the two year project and how the five countries wanted the project to conclude.

The Cultural Box

One of the CHOIR goals was to let the pupils work creatively when making the boxes. The boxes would be sent to the project partners. It will be of great interest – a final goal – that participants are able to finalise a Common European Cultural Box.

Therefore it was decided to work not only with the knowledge of one’s own country but also with the knowledge of the different countries in this project. To make this work manageable, five subjects were chosen:

- Music
- Dance
- Literature
- Every day life
- Festival

Each country will post its own cultural box to the other four other partners. It will present under the five chosen subjects. It is up to each country as to how they would complete their box. Each can choose film, DVD, things to touch or smell, or things to listen to. There is no limit regarding choices of contents. The agreed limitation is that all use a shoebox. All boxes should represent the five different languages but be presented in the common language English.

The Time Frame

During the school year 2008–2009 all five schools will have worked with the project and produced a cultural box that has to be opened in another country. After opening the boxes each country will prepare 3 lessons to be used in the other countries.

The same project will, again, for a second time, be carried out in the school year 2009–2010. The Choir project concludes in Denmark with a presentation of all the products produced by pupils in the five countries over the two-year period of the project.

Communication

The project has chosen English as a common language. This means, that text contained within a box should be in English. The reason for this choice is to prevent any misunderstanding while reading and experiencing the contents of the boxes. Therefore it is necessarily, that all the participating teachers write and speak English to some degree. In every box the different languages will also be presented, but to have English as a common language is a practical solution to the communication issue.

Between meetings the Danish Coordinator communicates, via email, relevant information concerning the next Meeting, its Agenda, Follow up on decisions and comments on questions and problems. This Coordinator holds the position as a Chairperson at every meeting.

The Austrian teacher functions as the reporter and writes, in English, detailed Minutes. This report is emailed to every participant including the Pedagogic Centres in Denmark and Ireland.

The website is used as a common information site. The different countries present themselves and their local projects and products. Agendas and Reports as well as the Evaluation papers and Evaluation results are available on the website. Finally the website is where the project can be presented for everybody else to read.

Meeting – Visits

Visiting partner countries is a central part of the cultural meetings between the participating teachers. Teachers are given opportunities to learn about partner countries. The visit will show every day life with the specific culture of the host country.

In Ireland the partner countries visited to the participating school, saw a local play in the local theatre and took a trip around the countryside.

In Asturias the partner countries visited local cultural places where the different cultural boxes were exhibited, as well as a music school and a pottery school in addition to a trip around the countryside. These trips incorporate visits to local schools and/or Pedagogic Centres like the Clare Education Centre in Ennis. Here the different partners discuss the plan, process and outcome of the common work. The meetings are planned by the Coordinator and a Minutes of every meeting is placed on the website.

All five countries will host the teachers during the project. The last visit, in Denmark, will show all of the boxes and present examples of the whole project.

To make a Common European Cultural Box will be the last challenge. The experience from the project will show if it is possible to make this common box.

Evaluation

The evaluation commenced at the 1st meeting held in Ennis in 2008 and ends in Denmark in 2010, with the second presentation of Cultural Boxes and examples will include film, music and photos.

It was decided, in Ennis, that during the two years of the project the participating teachers should receive a number of Evaluation Papers. These are designed differently using various papers to collect information. In some the teachers are asked to answer by giving a general opinion while other papers deal with numbers of, for example, lessons. The teachers will also be asked to outline their motivations for actions and items and finally they will be asked to write about the pupils' success stories including quotations from pupils' statements. References to this evaluation can be found in the Danish book: "Interview" by Steiner Kvale 2002 and Erling Lars Dale's "Theory of Didaktik".

The reflection over Signs is an example of questions from the evaluation. The teachers are asked to reflect over which sign of pupil behaviour indicates their interest. In other words the teachers are asked to look at the pupils and see what is significant in the process that shows that the pupils are eager to work in the project, that the pupils learn from the project and that the pupils develop new knowledge that makes them aware of the differences and similarities between the five countries.

Another example is the Storytelling. Teachers are asked to write stories that show how pupils work in the process. It is not a goal just to reach for knowledge but rather to concentrate on the process and how to be aware of what to learn. The pupils present their result in a creative product that demands a creative process. The stories from this process are of interest.

Choices and motivations from the teachers are also of interest. They can show us how teachers make choices before they meet the pupils. The considerations are in the choice of items before they are presented to the pupils but also how the choices are used in prepared lessons and therefore of interest regarding the question of different didactics in the five countries.

The Evaluator has been working as a critical friend and during the whole process the task was to be critical. If there is something to be notified or changed because it does not agree with the accepted agreement within the Comenius office, the Evaluator has to make a comment.

The evaluation will look at the process, the different approaches towards the work with the pupils, the planning, the work and the didactic. It is of interest how pupils react. Therefore the teachers are asked to look at how the pupils react towards the project, the activities and the cultural boxes, as well as the knowledge about the different countries and participants in the project. The Evaluator does not participate in any active process in any of the five countries. It is essential that the Evaluator learns as much as possible about the five countries and the process in CHOIR. This knowledge is used in making relevant questions in the evaluation paper but also to understand the answers from the participants.

The Evaluator should also be aware of other issues, for example if a participant acts differently regarding common agreements, or keeping the time frame to solve what has been agreed on, how they use the English language and how they report back to the Evaluator. That will be notified in the evaluation.

When the first evaluation is finished in Spring 2009 all the knowledge and answers collected from the first part of the project will be presented on the website. In Spring 2010 the second part will also be presented on the website. After the meeting and presentation in Denmark there will be a Final Evaluation that gathers all answers and draws a common picture and where it is possible to assemble similarities and differences.

The Evaluation is divided in four steps

Step 1 – November/December 2008

The first paper the participants received was about the status before the project. It was necessary to have a clear picture of the institutions before the project began. To reduce the amount of possible examples and descriptions the Evaluator chose to ask the participants to give short answers and only three per question

The different items were:

- The institution before the project started
- This is what the participants believes is of great value within the project
- This is what we hope the pupils will learn from and experience working with this project
- This is what we intend to do - the preparation
- What are the signs – what can we see in the way the pupils receive the project, that this is a relevant and interesting project.
- Documentation for the evaluation

A Guide Book for the teachers was included in addition to the status paper. Although its usage was not compulsory it was available as an aid during project work. The Evaluator also gave the teachers a tool called the “IAN-model” - a three part evaluation tool with the combination of Intention, Ability and Necessity. This is an evaluation tool to be used to evaluate cultural products - a Danish way of working with evaluation regarding project of a Cultural nature.

Ref. www.aestetik.au.dk/onskekvisten/eng/present

Step 2 – January /February/ March 2009

The next paper included process, practise and product, but also success stories. The question was about the different approaches to work with this cultural box and the work with the different groups of pupils. The different items are:

- Timeframe – how much time did you use on the project?
- Motivation for choosing the timeframe and the place
- When did your work with the pupils take place?
- Success stories
- What method did you use during the process?
- Choice of partner – for example an artist

Step 3 - March/April 2009

This paper was to be used in connection with the expectation, the reactions and the reflection towards the five cultural boxes.

The different items are:

- Knowledge about the other country – the six different subjects
- Before opening the boxes – What do the pupils expect to see?
- To the subject – how do the pupils react?

Step 4 – May 2009

The last evaluation was circulated at the meeting in Spain. The following questions were given to the participants and answered right away. All the questions relate to the questions from Step 1.

The institution before the project started (Step 1)

Where is your institution now regarding cultural work / cultural planning in connection within the school? (Step 4)

This is what the participants believes is of great value within the project. (Step 1) Focus on three levels: pupil, teacher, school

Were you able to make clear, what was of great value within a project like this – signs? (Step 4)

This is what we hope the pupils will learn from and experience working with this project (Step 1)

Did the pupils learn what you had set up as a goal? (Step 4)

This is what we intend to do - the preparation (Step 1)

How did your intentions with the project work regarding with what you had planned? (Step 4)

What are the signs – what can we see in the way the pupils receive the project, that this is a relevant and interesting project. (Step 1)

Are there signs within the group of pupils, that they have learned something new and interesting things about the work with this cultural project? (Step 4)

These four steps are used again in the second period along with questions regarding facts of participants, numbers of pupils, subjects and working hours etc.

Statements from the evaluation papers

1.1 My institution before the project started

Country	Answers to the Question
Austria	There have been major project in various field throughout the last years – among them the Comenius project “Across the Ages” from witch this actual project has arisen Currently there are three major project/activities that our school focus on. The schools profile puts a specific focus on creativity and ICT
Denmark	An institution interested in working with the international level The leadership is very much involved in the project The classes in the school are informed about the project. Some classes take an active part in the project
Ireland	Cultural very active – arts, games and history Constrains imposed by Curriculum
Italy	At the moment, the project doesn’t seem to be a priority in my school. Instead, the Community, starting from Mayor shows great expectations. The Principal has never made any reference to the Comenius project during our general meetings. All the cultural organizations are eager to start working on the project and their collaboration
Spain	We had meeting at the end of September to constitute the definitive group of teachers We had a second meeting in October. In this meeting we took decisions about: level, groups and works All the teachers began to work

1.2 This is what we believe is of great value within the project.

Country	Answer to the question
Austria	<p>Awareness of what is interesting in other countries in Europe – similarities and differences</p> <p>The close look on our own regional and national identity, making the students to deal with things they consider “old-fashioned”.</p> <p>Maybe they will see things differently after the project.</p> <p>Working with other countries may lead to the awareness that we are sharing similar values – that there is not such a big difference.</p>
Denmark	<p>The students will get an insight in their own culture</p> <p>They will experience the difference between their own culture and others</p> <p>Through this process they will gain an understanding of each others way of doing things hopefully create a greater sense of tolerance</p>
Ireland	<p>New insights into culture of European partners</p> <p>Greater appreciation of our own culture as a part of Europe</p> <p>Whole school working together</p>
Italy	<p>The pupils will find that Sesto can offer a good example of Italy. An example that may be different from stereotypes for which Italy are known.</p> <p>The pupils and the community can work together regarding heritage/value of local, national and international levels. I see this as an example of active citizenship.</p> <p>The classroom won't be seen as the only place where we can work. The whole territory will be used, and the teacher will function as a facilitator as well as an expert.</p>
Spain	<p>Work in coordination with other teachers and students</p> <p>The work on Europeans matters with TIC</p> <p>The grow in competence key like social and civic foreign language</p>

1.3 This is what we hope the pupils will learn & experience working with the project

Country	Answer to the question
Austria	<p>To transform traditional topics into their lives, that there is no reason to look down onto traditions.</p> <p>Overcoming stereotypes of and discovering similarities between themselves and their “colleagues” from other countries – their traditions, culture...</p> <p>Teamwork and co-operation – fair discussion in the decision-making process when deciding what to put into the boxes.</p>
Denmark	<p>That the stereotypes they have of the other countries will be confirmed or denied</p> <p>To create an awareness of other countries in the project including their traditions etc.</p> <p>To create a consciousness of being a European citizen</p>
Ireland	<p>Working together – new horizons</p> <p>Exploring our culture in greater depth – greater appreciation</p> <p>Learning about our partners</p>

Italy	<p>They will know more about the place they live in and the culture it expresses, that the students will preserve and find worth reading.</p> <p>They will learn how to work in groups for a common aim and take decisions – and use skills they didn't know they had.</p> <p>They will use English as a real means of communication to interact with the project and exchanging messages with their foreign partners.</p>
Spain	<p>To grow in cooperative work</p> <p>They learn others traditions</p> <p>They can make a common work with Europeans, not only with Spanish</p>

1.4 This is what we intend to do – the preparation

Country	Answer to the Question
Austria	<p>Information about the project is given to: teachers, students and to the public. The head teacher and the project coordinator are participants.</p> <p>The work with the cultural box starts in week 45 with discussions, and reflection among the teachers. Later the students will be involved – expected start week 46.</p>
Denmark	<p>We have made a scheme from the results of the meeting in Ennis</p> <p>We have told about the project in all the classes, and a number of classes are involved.</p> <p>2 classes and 3 teachers are “core classes”. The leadership is actively involved as coordinators.</p>
Ireland	<p>Identify ideas to go with topics</p> <p>Allocate ideas to different classes</p> <p>True representation of the past and present culture – challenge stereotypes image</p>
Italy	<p>The students will be given detailed information about what was discussed in Ennis – regarding the boxes.</p> <p>The students will be asked which choices they would make and why – written and orally. Discussion and decision follows</p> <p>Groups with spokesmen will be formed. They will decide how to work, what to do and to keep record of their work. They will also inform the other groups.</p>
Spain	<p>All the teachers take part in the process to decide what work will be done</p> <p>The teachers try to make the students understand the work that has to be done and it's meaning within the project.</p> <p>Establish the way to work and how to take decisions in the group within a group frame.</p>

1.5 What are the signs what can we see in the way the pupil's receive the project, that this is a relevant and interesting project.

Country	Answer
Austria	<p>When the students ask what they can do for the project and act because they want to do something about it</p> <p>When the students are proud to be a part of the choir, dance group, the group that does artistic work as well as those that don't want to be involved.</p> <p>When the students provide private material and are willing to do additional work for example in their free time.</p>

Denmark	<p>Is had the effect of an "eye opener"</p> <p>A reflection of the students' position in the culture</p> <p>An awareness of the diversity in culture</p>
Ireland	<p>Enthusiasm and willingness</p> <p>Pride in their own culture</p> <p>Curiosity about gaining knowledge</p>
Italy	<p>Active participation will be seen through the observation of their body language while working together</p> <p>Interaction during discussions</p> <p>Proposals, opinions they give.</p>
Spain	<p>They will acquire a joint vision of our box as something concrete and ?</p> <p>They will have to show the work ??? and to be able to appreciate the rest of the boxes.</p> <p>To get a common, collective and appreciative way of looking at all the boxes?</p>

1.6 This is the way we are going to document our project

Country	Answer
Austria	<p>Digital Photo</p> <p>Essay</p> <p>Information Box</p>
Denmark	<p>The Box itself</p>
Ireland	<p>Digital Photos</p> <p>Film</p> <p>Essay and information box</p>
Italy	<p>Digital Photo</p> <p>Film</p> <p>Essay</p>
Spain	<p>Digital Photo</p> <p>Information Box</p>

Conclusion of Step 1

The New Project in the Five Schools

There are very different approaches to start a Comenius project like CHOIR. Some of the participating schools have experiences from other EU-projects and some schools have not.

Almost all teachers in the CHOIR-project have experience of working with a project in their own schools, but working with a Comenius project presents a new challenge for most teachers involved in this project. There are many things to consider for example: planning in the different school systems among the different countries, different curricula in the subjects compared with the different ages of the pupils, different teaching methods and different ways of being looked at as a teacher, but also working as a teacher.

After the first round of the CHOIR project it is evident that many of these considerations are actually not interesting and they are not barriers. It is evident that a teacher no matter where the teacher works, is prepared to try new things, challenge new possibilities and give students new experiences and see a new way in the learning process.

All five types of schools work with this projects because it is possible and they have the interest in doing that. This is regardless of school type or student age. But the answers show that a project like this has the best conditions when it receives attention and positive recommendation from the leadership at the school.

Differences is a Resource

Looking at what the teachers see that is of great value within this project, there is a common constructive and positive way of what can come out of a project like this. The teachers write that awareness of their own and other cultures will assist pupils gain an understanding and a greater sense of tolerance. By accepting differences among the five countries one gets a better knowledge and acceptance of one's own identity and therefore stereotypes will not be of interest – instead difference will be a resource.

In this project the pupils will try new ways of working. The pupils will have to make decisions in groups, work in groups, decide in groups and have experiences in groups. The classroom will be a working place, where the common language is English or at least the product "The Cultural Box" is to be created and described in English. This will give the pupils a real meaning of what a common language is and their communication with other children of other ages will also be a challenge but will certainly give importance to the work.

Awareness

The intention, before the project actually commenced, dealt with how to make everybody aware of the project. That involves the leadership of the school, the participating teachers and information to the pupils.

At the first meeting between the partner countries in Ennis, in October 2008, some decisions were made and these were to be passed on to colleagues and pupils before the work could start. This was also important because of the real involvement by the pupils. If they are to take a serious part in the whole process they need to be given information and the possibility to reflect before the actual work. An example of this relates to "The Cultural Box".

Signs

The teachers were asked to describe the signs they would expect to see in the group of pupils - how the pupils react to the project and the challenges during the project work.

The teachers answered that they would expect the project to be an "eye opener" and would make the pupils reflect on the diversity of culture. The work could result in a pride in their own culture and through their curiosity when gaining knowledge of their own as well as other cultures.

This will be clear when the pupils work with enthusiasm, willingness and active participation. The pupils will be seen through the observation of their body language while working together for example when they participate in discussions and express their proposals or opinions.

Recommendations

The different approaches as to how the teachers work and their choices and motivations - the didactic – are of interest. The teachers' reflections are of great interest and can be described in a essay or in the log- book.

Stories told by the pupils regarding awareness is also of interest and could be added to the evaluation.

Step 2 Statements from the evaluation papers (January /February/ March 2009)

1.7 Timeframe – how much time did you use on the project.

Country	Answer
Austria	longer period about 6 hours per week
Denmark	longer period 4 hours per week 2 days per week
Ireland	3 weeks 2 hours per week 1 day per week
Italy	longer period 4 hours per week 4 days per week
Spain	? week ? hours per week 2 days per week

1.8 Motivation for choosing the timeframe and place

Country	Answer
Austria	As the activities were mostly embedded into regular lessons the timeframe varied from week to week, according to the timetables of the classes involved. Additional work has been done with the choir and the dance class
Denmark	The task has determined the timeframe The work has been done in the class, pc and different workshops during the Christmas Festival
Ireland	It was the best use of the school resources, including teachers and available rooms
Italy	In order to combine ordinary work related to the curriculum with the new topics of the project the tasks and topics were distributed on three classes. Both the students and the teacher were involved in extra-curricular activities with partners.
Spain	Two hours was enough time. The classroom was an appropriate place.

1.9 Where did your work take place?

Country	Classroom	Computer Room
Austria	x	x
Denmark	x	x
Ireland	x	
Italy	x	x
Spain	x	x

1.10 Did you use special room for the different products?

1. Topic – Music

Country	At School	Outside School
Austria	x	x
Denmark	x	
Ireland	x	
Italy	x	
Spain		x

2. Topic – Dance

Country	At School	Outside School
Austria	x	
Denmark		
Ireland	x	
Italy		x
Spain		x

3. Topic – Literature

Country	At School	Outside School
Austria	x	
Denmark	x	
Ireland	x	
Italy	x	
Spain	x	

4. Topic – Every Day Life

Country	At School	Outside School
Austria	x	
Denmark	x	x
Ireland	x	
Italy		x
Spain	x	x

5. Topic – Art

Country	At School	Outside School
Austria	x	
Denmark	x	x
Ireland	x	
Italy		x
Spain	x	

6. Topic – Festival

Country	At School	Outside School
Austria		x
Denmark	x	x
Ireland	x	x
Italy	x	x
Spain	x	

1.11 How the project started – how did you motivate the pupils?

Country	Answer
Austria	First by giving them information and making them curious Then show the students what we can do and what we are proud of
Denmark	All teachers and classes were informed about the project Some of the classes have been involved, but not all
Ireland	Children were very motivated following the visit to our school in October 08 of all the partners
Italy	The student got a questionnaire about the project to get information about their knowledge and skills. The students were invited to write suggestions – and they decided how to work on each topic
Spain	The project started with some teacher meetings. The teachers highlighted the most important parts for the students

1.12 How did the pupils react to the project the work and methods?

	Austria	Denmark	Ireland	Italy	Spain
Curious	X	X	X		X
Eager	X	X	X	X	X
Interested	X	X	X		
Did not care		X			
Laid-back	X				
Not interested					
Positive attitude	X	X	X		X
Negative attitude					
Indifferent attitude	X	X			
Defeatist attitude					

1.13 Success story – A Maximum of three from each country

Austria

Arts

After a short introduction about the Viennese Art at the beginning of the 20th century – Jugendstil – and a virtual museum-trip the students started to work on their own version of “The Kiss” by Gustav Klimt. They either took a copy of the painting, where there were nothing to see but heads and feet and tried to reconstruct the painting or took as a starting point for their own work.

Music/Dance

After the pieces that should be put into the box were chosen, the students tried to find background material – what does the song/dance come from, what should they express, while at the same time they trained and practiced for the recording.

Everyday Life. Again there was some background research done – where do the dishes chosen come from, what is their history and how did the recipes change over the years. – the students did practical work by cooking the dishes.

Denmark

The work with the Christmas Festival involved the whole school. Several aspects of Christmas were worked with and the whole work was filmed. We worked with Christmas for 3 days – all in all 10 lessons.

Photo-marathon is a project the whole school has been involved in for the last 2 years. We made a Teachers’ Guide, which I will send to you by post. All pupils have been involved in this cultural project!

The Danish box was presented to all pupils before it was closed. In that way all pupils know, what is in the box even if they have not directly participated

Ireland

Children were enthused to learn about other countries when they realised that people from those countries would be visiting.

The visit prompted staff to set up a museum for the school and the wider community, displaying aspects of our cultural heritage.

It gave the children an opportunity to display their talents and experience the integration of music, song and dance.

Italy

Noemi was one of the most active students. She worked on her own on the presentation of her favourite rock star, Piero Pelú. She made a video presentation with material from different sources combined with her own film and photo. She also suggested another son to be linked to Dante's poem and worked on all the other topics as well with great enthusiasm.

Class 4 worked hard on the project. The students looked united and even the weakest ones did their best. The project also gave them additional opportunity to compare the Italian Literature with the English one in a spontaneous way.

Also tests have proved to be a sign of success of the project. I used the topics of the project to test their progress. I found out the students were more motivated, they wrote more than I could have expected and even the weakest ones produced satisfactory material.

Spain

They were interested in the work because they learned how to appreciate new cultures

They worked together on PowerPoint. So they learned how to make decisions

They were interested in the work because they learned new aspects about their own culture. So they worked together to develop their activities.

1.14 Describe the teacher's part of the project

	Austria	Denmark	Ireland	Italy	Spain
Classical teacher	X		X		
A Consultant	X	X	X	X	X
A working partner	X		X	X	X
A promoter	X	X	X	X	X
To listen to & accept a pupil as a resource	X	X	X	X	X
To pull back and let the pupils work alone	X			X	
To be an Observer				X	
To solve conflicts among the pupils				X	X

1.15 What method did you use during the process?

	Austria	Denmark	Ireland	Italy	Spain
Lecture on the theme	X	X	X		X
Workshops	X	X	X	X	X
Working in groups	X	X	X	X	X
Working with the whole class	X	X	X	X	X
Pupils working alone	X	X	X	X	X
Outdoor learning		X		X	X

1.16 Comments on why these methods have been used.

Austria

The methods used were adapted to the topic – there were lectures on the theme when necessary and as much individual work for the students as possible. Some of the items for the box were made by students individually, some are the result of a group work and some, especially the recorded songs, the work of a complete class.

Denmark

That is the way in which we normally work.

Ireland

Most practical way of completing the cultural box

Italy

I have been experimenting with this combination of different methods even in my ordinary lessons because I find that it can become easier to involve even the laziest or weakest students in the process of learning. Firstly, what I like of the role of consultant and promoter is the opportunity to make the students feel responsible for their own work. Secondly I like having the role of an observer because I can get lots of information about their study skills and social relations with partners.

Spain

Every teacher needed to use one or several of these methods.

1.17 Choice of partner's for example: an artist

Denmark used:

- a dancer - a very good performer capable of involving all students

Ireland used:

- parents provided photos of festivities
- local music teacher in compilation of music programme
- parish website for photos
- whole school staff

Italy used:

Experts in making the students appreciate their heritage through knowledge and active involvement in a process. Therefore a music teacher was involved who gave lectures of Tuscan composers and help with videos and music. One teacher taught pupils to play instruments and two teachers from the Art Institute.

Spain used:

We chose to work on IES Llanera because it represents Asturian dance.

1.18 What did you choose to be a part of the cultural box?

Austria

Music	Video/audio recorded pieces of music, sent along with the lyrics, keys and a short essay about what "jodeln" means, where it comes from and what the original function was
Dance	Videotaped dances – step by step "course"
Literature	A poem by Peter Rosegger (local author and poet) – biographic material
Everyday Life	Interviews. Phrases in German and local dialect
Art	Power point presentation of a "Student book" working material on Gustav Klimt
Festival	Interviews, photographs and texts

Denmark

Music	3 songs. The oldest Danish song, a children's song and a song for young people
Dance	Modern dance
Literature	"In Denmark I was born" H. C. Andersen
Everyday Life	Vox pop, slide show, photostory and recipes
Art	Photomathon
Festival	Christmas and Midsummer

Ireland

Music	
Dance	Integrated programme for traditional music and dance
Literature	"Pangúr Bán" a 300 years old Irish poem, 1st written by a monk in an Austrian monastery
Everyday Life	We hope to use a pre-recorded programme by an outside television agency, together with some of our own recordings
Art	St. Brigit's Cross – was a religious symbol, made by Brigit, the female patron saint in Ireland 1500 years ago. The cross is made of rushes – a type of grass.
Festival	Christmas and St. Patrick's Day. Pictorial and written images of both

Italy

Music	Cd's of classical music by Tuscan composers, two Tuscan folksongs, three modern songs
Dance	Trescone, a typical dance of the past which used to be danced in the Tuscan countryside
Literature	Part of the 5th canto of "The Divine Comedy" by Dante, other poems by Caducci, Pascoli, Leopardi and Luzi
Everyday Life	Still in progress
Art	The reproduction of a drawing by Gio Ponti and projects for four plates
Festival	Christmas and the Wheat Festival

Spain

Music	Middle age music and pop music
Dance	Traditional dance
Literature	A part of Spanish middle age poetry
Everyday Life	A film made by the students
Art	Asturian ornaments – an Horreo – and Asturian middle age metal work
Festival	Christmas and a local festival: Excensuraos

1.19 Motivations for choosing products to the cultural box.

Country	Motivations
Austria	<p>For all the items chosen: We wanted to put items into the box that show our traditions, our identity but not in the way they are represented to tourists, but the way they are vivid in our area.</p> <p>The items were selected from wider range after intense discussion among the people – teachers and pupils – involved in the various “departments” of the project.</p> <p>Arts: Klimt – Viennese “Jugendstil” is maybe the only unique Austrian artistic movement and it is something that is very much identified with Austria Literature: Peter Rosegger is not only the man our school got its name from, he is our “local poet”, maybe the only one of international importance. The poem has been chosen because it is one of his best known poems and it expresses the background of our project – going out and facing new things and yet never forget about your roots. For the other topics the motivation has been mentioned above.</p>
Denmark	<p>The application and the preparatory meeting in Oviedo, Asturias in January 2008</p> <p>The partner meeting in Ennis</p> <p>The pupils have decided most of the items</p>
Ireland	All the above best represent our culture and heritage
Italy	<p>We want to show that some songs can be as important as poetry to stimulate feelings and thoughts</p> <p>Being Trescone a country dance, it can be related to the Wheat Festival</p> <p>The poems have been chosen by the students as representative</p> <p>We want to give a taste of an Italian teenager’s ordinary life</p> <p>It is an example of importance of Crafts for the economy of Sesto Fiorentino.</p> <p>We want to compare similarities and differences about Christmas celebrations and something unusual like the Wheat Festival</p>
Spain	<p>Music was interesting for the students</p> <p>We chose the key aspects of Asturian culture</p> <p>Dance is important in Asturias</p> <p>The students had many ideas for the box</p> <p>The students thought it was important to include a variety of elements</p>

Conclusion to step 2

The Different Approaches

The practical work with the boxes shows the differences between the school systems, the age of the pupils and the way teachers work.

These are naturally well known to the different countries but what is interesting here, is that a lot of the practical solutions are much alike. This could be because of the decision taken, at the meeting in Ennis, that a cultural box should contain six items/topics

To make an agreement about the contents had an effect on how to finish the product like a cultural box.

The five schools have different approaches in the way they work with, for example, technical and creative work. One of the schools has to find help elsewhere because the resource is not available among its teachers. One school is used to working with projects and another school is active in a project like this for the first time.

It is interesting to read the success stories. Here the pupils tell us what a project like this means to them and how they are willing to undertake additional work in their free time.

The Common Language

The agreement to use the English language is not a problem for four of the schools, but the Spanish school did not send the Cultural Box translated into English. This was decided in the beginning of the project and reiterated in Ennis. The Spanish Cultural box is available in English if you search for it on the internet, but this should not be accepted in the next round.

The only part of the cultural box that should be in the different mother tongue was the literature part. This is because it is difficult to translate and sometime you can actually understand another language just by listening and the inner picture presents a lot of reflections. The different poems in the cultural boxes have been translated. The pupils from all five schools are therefore given the opportunity not only to listen and experience but also to understand.

Teacher or Artist

It was accepted that if the school could not provide a qualified teacher (for example in Dance or Music) that it could make contact with a local artist. In Italy the school does not participate with different teachers representing different topics. In almost every item in the cultural box there has been cooperation with an artist from the local community. In the next round of cultural boxes it would be positively notified if this changes.

The Five Boxes

Austria

The box contained all five topics that were decided. They came in a very little shoebox that gave the impression of "not much", but everything was there.

The Austrian box presented local culture with no references to any of the other four countries, but a kind of reference to Hungary regarding food.

The traditional way of singing in the native language was interesting to listen to as well as the traditional dance that is something special.

The recipe was not traditional Austrian, but in the next round of cultural boxes this would probably be changed to a traditional Austrian dish.

The necessary translation was to be found when opening the box.

Denmark

The box contained all five topics that were decided. I assume that the Danish box was a real shoebox - the shoebox was sent to the other countries.

The Danish box presented local culture with some references to European culture. It contained evidence of a traditional as well as a European dance and indeed the Photo Marathon are both local and European.

All texts were necessary translated. To use photos – that is a good way of communicating with the other countries. No translation is necessary.

Ireland

The box contained all five topics that were decided. The box was divided in to the five topics and to find your way around the box was easy. The Irish box represents local culture but also has a reference to an Austrian figure Pangur Bán.

The box contained of a lot of positive drawings. Photographs and drawings are a good way of communicating with the other countries. No translation is necessary.

Some of the topics took up a lot of room and in the next round it could be a good thing to give every topic the same amount of space.

Italy

The box contained all five topics that were decided. A table of contents could have been a practical good thing to have because of the amount of contents music and literature.

The Italian poems are beautiful texts and well translated. Two poems should have been enough to represent the Italian literature. That goes for the music examples as well.

Spain

The box contained all five topics that were decided. The box contained three books in Spanish and there were no translation to be found in the box.

The absence of an English translation and text made it impossible to treat this box tin the same way as the other boxes.

Products made by pupils were not to be found in the box. Later we all received an address with links to film with example of dance.

The Size of a Shoe Box

The different ages of the pupils participating must not be reflected by different sizes of boxes, but shoes have different sizes and therefore the boxes are also different, when they are to be sent around to the four countries.

Recommendation regarding the boxes

The evaluator recommend all the countries to use the IAN-model from the logbook. Here are three demands for artistic quality – Intention, Ability and Necessity – regarding for example how to choose items to the box.

Put only things into the boxes that the pupils have produced. That gives the pupils ownership to their own box as well as the boxes they receive.

Select poems and music that represents the local community or country. Use only two examples. Use as many photos and drawings as possible.

As an Evaluator who wanted to have a general view of what was to be experienced in the boxes she needed a table of contents

In the next round it is important to put in the box only those items that represent the five topics Give every topic the same amount of space and be aware of the necessity of the item that is put in the box.

Step 3 Statements from the evaluation papers (March/April 2009)

1.20 Knowledge about the other country – the six different subjects

1 = no knowledge 2 = not much 3 = very much 4 = a lot

Answers from: Austria, Denmark, Italy and Spain

Music		1	2	3	4
Dance		1	2	3	4
Literature		1	2	3	4
Every day life	1	2	3	4	
Festival		1	2	3	4

After the first round of the project the majority of answers are marked with an underline. Ireland answered separately to every country participating. This is what the pupils in Ennis know about the other countries. The youngest group in the project has a comparable knowledge when you look at the rest of the answers from the older pupils from the other countries.

1.21

Country	Music	Dance	Literature	Every day life	Festival
Austria	1	1	1	2	1
Denmark	2	2	3	2	2
Italy	2	1	1	2	1
Spain	2	2	1	2	2

1.22 Before opening the box – what do the pupils expect to see?

Items	Austria	Denmark	Ireland	Italy	Spain
Photo	X	X	X	X	X
Film	X			X	
Dvd		X	X	X	X
Cd	X		X	X	
Homepage					
Drawings	X	X	X		X
Paintings	X		X		
Poems	X		X	X	X
Texts	X	X	X	X	X
Books		X	X		

Things to touch		X			
Things to taste					
Things to listen to	X	X	X	X	
Things to see	X	X	X	X	X
Things to try	X	X			
Unknown things	X		X	X	
Well known things				X	
Old things	X		X		X
New things	X		X		X

Ireland answered separately to every country participating. I have included at least 2 positive answers in the schedule.

Comments:

The following comments: apply to the pupils from Italy

They expected to find items which are just stereotypes but do not represent local traditions.

They expected to find flamenco, sangria and paella from Spain.

1.23 To the subject – how do the pupils react?

	Austria	Denmark	Ireland	Italy	Spain
They were curious	X	X	X	X	X
They were eager	X	X	X	X	
They were interested	X	X	X	X	X
They did not care					
They were laid-back					
They were not interested					
They had a positive attitude	X	X	X		X
They had a negative attitude					

Ireland answered separately to every country participating so the marks are a result of a majority counting.

The pupils from Austria had following comments to the boxes:

I wonder what will be in the box.

Can we open the box now?

Have the boxes already arrived? When will we see something from..?

The teachers were even more curious and eager to open the boxes – especially if there was something in them for their own field of work for example music or dance.

The pupils from Ireland had following comments to the Italian box:

I wonder what they will have in the box.

I wonder if they will give something to taste

I'd like to visit Italy

I'm surprised they liked so much opera music

They wondered if Italians listened to modern music from USA. Did they wear uniform? Did they learn other languages as well as Italian? Were the Italians fanatics about football?

The pupils from Italy had following comments to the boxes:

It's my turn to open the box

The photos that were taken when the boxes were opened should illustrate the eager attitude

Can we have a copy of the CD?

They appreciated the differences of the common cultural items. The pupils needed time to see the items in the boxes. They appreciated the differences of the languages

They are not familiar with – Danish and German – so they started guessing the meaning of some of the words.

Conclusion to step 3

Knowledge about the Participating Countries

The answers from the four countries regarding knowledge about the other countries music, dance, literature etc. show that they have not much knowledge of the other EU-countries participation in this project. The four countries agree on the answer "not much" regarding music, dance, literature and festival.

Every day life scored most negative answers and therefore the conclusion to this question is that all around culture knowledge regarding the partner countries from the four other countries in EU is very limited.

The Pupils Interest in the Project

The Austrian pupils had knowledge about Christmas in general and had not much knowledge about for example Denmark apart from the author Hans Christian Andersen.

The common knowledge about culture in Europe is limited among pupils in these five countries. The interest is obvious and the pupils show curiosity, they are eager and have a positive attitude towards opening the boxes and learn and experience information about the partner countries. The comments from the pupils show their interest and expectations that are positive overall. It is interesting to see that pupils show interest in a project is a common observation.

It is a natural that there will always be pupils with little or no interest in a subject or project. This is also to be seen in this project. The reaction among the pupils is similar and can be described as such.

Recommendations

It is of interest how the pupils show interest in the project. This can be shown in statements from the pupils.

How to motivate pupils with no interest is also of interest and here an exchange of prepared lessons or ideas are of interest

Evaluation Step 4 Statements from the evaluation papers (handed over at the meeting in Spain (March/April 2009))

1 24. Where is your institution now regarding cultural work/cultural planning in connection within the school?

Country	Answer
Austria	The awareness of their roots has increased. Teachers have widened their information about partner countries – personal contacts.
Denmark	The work with cultural aspects is well known in Danish and in our school. The new and essential thing is that we work intentionally with known school/receivers and give something back.

Ireland	Children have gained greater insight into new culture. They have deeper appreciation of similarities and differences between cultures. They now see themselves as a part of a greater European family.
Italy	The cultural work became part of the curriculum. I think of it as part of a pilot experience.
Spain	We are deciding what to do with the cultural boxes that we have received plus material inside.

1.25. Where you able to make clear, what was of great value within a project like this – signs?

Country	Answer
Austria	Yes, I think so. This can be seen by the reactions while waiting for and when receiving the other boxes.
Denmark	It is essential that there is a coordination person in the school – then it is possible. This should be a practical working teacher.
Ireland	Their stereotypical beliefs have been devalued. The teachers have forged new thinking – gave new ideas.
Italy	I think I did. Families and community were actively involved and provided materials and assistance.
Spain	For the pupils it was important to do something outside of the curriculum. For the teachers it was doing something new and seeing work from other schools. For the centre it was good to open up to other centres in Europe.

1.26. Did the pupils learn what you had set up as a goal?

Country	Answer
Austria	To open their minds, overcome stereotypes, work on the topic in different situations and surroundings. Some pupils learned while others did not.
Denmark	Yes, an awareness of own culture and knowledge of others
Ireland	Children will learn that they are part of European culture and require deeper appreciation of their own culture. Also new horizons were opened up to the pupils
Italy	Yes, they did. Moreover some of them took their own initiatives and made up things in a play, which had not been planned.
Spain	Yes, on the whole

1.27. How did your intentions with the project work regarding with what you had planned?

Country	Answer
Austria	Work with pupils took much time. Some things could not be done for example videos. All in all it fitted.

Denmark	We achieved the goals which were set from the start
Ireland	Teachers had lots of ideas. We wanted to give an overview of culture and wanted to explain our history/heritage and link it to the present modern Ireland.
Italy	The objectives achieved were far beyond expectations even though the activity took a lot of time.
Spain	Overall we achieved what we wanted to, except for problems with time and class dynamics.

1.28. Are there signs within the group of pupils that they have learned something new and interesting things about the work with this cultural project?

Country	Answer
Austria	Their interest in continuing the work. Eagerness for the partners' boxes
Denmark	Signs: reflections on our own culture things to be sent in the box
Ireland	To date boxes haven't been fully opened. Children were anxious to learn about and explore new cultures and developed a greater appreciation to their own culture through creation of their own box
Italy	Yes, they are. Some of them did things you would never have expected – they all wrote about their positive experiences. They admitted to learning new things about their own culture/symbols.
Spain	They have learned about other cultures and are now more open minded towards other countries.

At the meeting in Spain Statements from the evaluation papers ((March/April 2009) following questions were a part of a small interview).

1.29 How many pupils are in the classes that worked in the project 2008-2009?

Country	Number of pupils in a class	Number of participating classes
Austria	25 pupils	8 classes
Denmark	20 pupils	6 classes
Ireland	26-34 pupils	4 classes
Italy	24 pupils	3 classes
Spain	20-25 pupils	13 classes

1.30 How many girls and boys are in the classes?

Country	Description
Austria	Equal numbers
Denmark	Equal numbers
Ireland	Equal numbers
Italy	More girls than boys
Spain	Equal numbers

1.31 How many pupils have another ethnic background?

Country	Percentage of other ethnic background
Austria	0 %
Denmark	40%
Ireland	10%
Italy	7%
Spain	0%

1.32 Is it the same group of pupils working with the project next school year?

Country	Answer
Austria	Partly the same
Denmark	New pupils
Ireland	Partly the same
Italy	Partly the same
Spain	Uncertain

1.33 Is it the same group of teachers that work with the project next school year?

Country	Answer
Austria	Obviously the same group
Denmark	The same group
Ireland	The same group
Italy	The same group
Spain	Uncertain

1.34 How many teachers work in a class – a classroom?

Country	Number of teachers working in every class
Austria	1 teacher
Denmark	2 teachers working in a team
Ireland	1 teacher
Italy	1 teacher
Spain	1 teacher

1.35 Do the teachers have the different qualifications in music, dance and literature?

Country	Answer
Austria	Yes
Denmark	Yes
Ireland	Have a general education
Italy	No
Spain	Yes

1.36 Are you used to work with projects – the special way of working?

Country	Answer
Austria	Yes
Denmark	Yes
Ireland	Yes
Italy	Yes
Spain	No

1.37 How did you present the Choir project in your local community?

Country	Examples
Austria	The schools website, local newspaper, local exhibition, local newsletter, information to the parents
Denmark	The schools website, local newspaper, local exhibition, local newsletter to the school board
Ireland	The school website, local newspaper, local exhibition, local newsletter
Italy	Local newspaper, local exhibition, information at local meetings, television
Spain	The schools website, local newspaper, local exhibition, local newsletter for teachers

Conclusion to step 4

To sum up this first round the teachers were asked to comment on their expectations regarding the plan, product and outcome of this project.

For this first round all the five countries reached their goals and they were satisfied with the project. Some practical adjustments were preferred for example to make the opening of the boxes a working process more than just an experience. At the meeting in Spain all the countries were asked to present an example of how to make a didactic use of the box.

The amount of time and practical problems were different in the five countries. An exchange of experiences was made at the meeting in Spain and could result in a better and more manageable plan for everybody in the next round.

The pupils were all challenged regarding the stereotypical way of looking at the other countries and of course their own. The pupils all learned a lot about themselves and were open-minded regarding the possibility to learn about other cultures. This project generates not only local and national cultural knowledge but also a European understanding and cultural knowledge.

At the meeting in Oviedo following didactic examples were presented.

Austria: Presented "Ornamentation in Jugendstil".

Knowledge about the period in Austria, the painter Klimt and one of his works "The Kiss"

The example can be used in a classroom without considering age

There were some practical ways of working with the ornaments.

This is possible to work with and demands no further qualifications from the teacher

Denmark: Presented "Photo Marathon"

Practical knowledge how to work in a large group of pupils.

Ideas of different topics to photographing

The time frame makes this a manageable work for any group of pupils/age of pupils

Ideas to work with pictures – having good talks about ways of interpreting pictures

Ireland: Presented "St. Brigit's Cross"

Knowledge about the cross, where it came from, to which festival it belongs and how it is used locally

Practical exercise in making the cross

The story and exercise is to be used no matter the age of the pupils

This is possible to work with and demands no further qualifications from the teacher

Italy: Presented Italian Literature

Background to chosen poems, local poets and how they are used in the schools

Reading/listening to a poem in Italian searching for associations without a translation

Looking for inner pictures – an idea for pupils no matter the age

Spain: Presented Ornamentation and Buildings in Asturia

Historic background to the ornamentation and special buildings

How to work with ornamentation and buildings in geometry in the classroom

How to use this knowledge in the classroom – practical exercises.

After the presentations there were discussions about how to use the different ideas. For example had the Irish school tried to let the pupils listen to the Italian poems in the Italian language and the pupils did, to some extent, understand the intonation and again the contents of the poem. You can perhaps conclude that it is possible to understand across the borders without having the knowledge of the actual language.

The participants concluded that it was a good idea to teach and work with these examples and therefore the five countries decided to try this.

It was then decided that every country should prepare lessons for the other countries, send them to the other participants and use these prepared lessons in the classroom.

These practical exercises are to be evaluated in the next round.

The critical Evaluator looking at the first round of CHOIR in general

- Timeframe. The plan was made clear and it was possible to work with the project as one out of many working projects at the schools – a project they had agreed on doing this school year.
- The products – the cultural boxes – are very different. They reflect the possibilities and the resource of the different schools. All the boxes did not make it on time.
- Meetings – planning on the first meeting was visionary but also realistic. Good discussions and a good understanding between the partners.
- Realistic plans and a timeframe are decided and well conducted by the coordinator
- It was decided to use English as the method of communication. There are participants that do not master the English language and therefore cannot participate on a reasonable level in different discussions and decisions.
- The cultural boxes and therefore text in the box should be written or translated in to English. The Spanish box was not written in English, witch made in impossible for the receiver to understand. This must be changed in the second part of the project.
- The meetings between the members on location showed a number of cultural offers that made the understanding and knowledge between the member countries easy. It is a good way of to lean about the different cultures. The meetings are well prepared and it is of great importance the there is a good meeting room available.
- The meetings in general in the first round
- The meetings are an exchange of ideas and possibilities. The positive atmosphere among the participants makes it possible to exchange worries, good experiences, new ideas and problems. The Coordinator let the participants discuss but he also reached conclusions and therefore you never leave a meeting without closure.
- There are always decisions made for the next period and before the meeting ends there has been a look at the whole project.

Before the second round

- The prepared lessons from the first round will be a part the first evaluation.
- The two meetings in Ireland and Spain will be evaluated before the next meeting in October 2009

The communication between the countries will be evaluated regarding the first round.

- In the next round it would be interesting to look at following aspects:
- Is it possible to look at and perhaps agree on the amount of class's participation and at the same time look at how many teachers who work in this project at each school
- It is of great value if all the teachers that work in the project are colleagues and therefore use to working together
- Is it necessary to use external helpers? Perhaps reflections on this issue can be brought up
- The English language is the common language and should be used in the boxes. That is the agreement among the participants. How much has to be translated?

- It is of great importance that the participants respect the deadlines.
- How does the website function? Is it easy to find on the internet and how do the participants use the website?
- The different countries are to present themselves but the editor is allowed to edit in the text to make the website presentable and readably. How does that function?
- The four steps use in the first round will be used again with the necessary adjustments.

Evaluation of CHOIR 2 – step 1

Introduction second period

The second part of the project Choir began with a meeting in Austria. The overall plan was made before the meeting and consisted of an agreement about the three periods during the second and last year of the project. The second and final meeting during this second period were planned to take place in Italy and Denmark.

In the first year, the five partner countries had made individual cultural boxes with the agreed contents and they have to be posted to the other partners. The second period has been planned to result in a Common Cultural Box. Five subjects are to be chosen at the meeting in Austria. Also the plan for how and when the pupils are to work with and finish the interpretation and products among by the five partner countries were to be planned at the meeting in Austria.

It was decided, that the common cultural boxes were to be exhibited during the last meeting May 2010 in Denmark. It was decided, that all the products had to be finished and presented to the partners at the meeting In Italy in March 2010.

Discussions about how this project can present something that others can learn or just be inspired from, has been on the agenda at every meeting during this last period of the project. At every meeting during the project this has been a discussion among the partners how this project brings new ways of teaching and working at the participating schools.

At the final meeting in Denmark the common box will be exhibited in a room instead of a shoe box that were used in the first period. Every country will participate at the exhibition with their interpretation of the chosen subjects. After the exhibition this common cultural box will make a tour around the five countries – an exhibition in each of the remaining four cities.

As a concrete result from the project, to be used in the classroom or shared between teachers, a DVD consisting product, planned lessons and a description of the project will be produced.

Before the second period starts the countries were asked to present themselves again. It was necessary to have a picture of the participants again, because new classes and of course new teachers have joined the project.

The evaluation was again divided into four steps – planning, practice and products, reflection on the working period and closure with a look into the future.

Evaluation Step 1 Statements from the evaluation papers second period September 2009

2.1 *The Institution as of now*

Country	Answer
Austria	<p>a. things haven't changed much since the beginning of the project</p> <p>b. there will be some more teachers involved into the project</p> <p>c. although another (national) project withdraws resources</p>
Denmark	<p>a. two teachers are coordinators</p> <p>b. all classes should be involved in all activities</p> <p>c. we use the material that already exist</p>
Ireland	<p>a. objectives are clearer, we know what we have to do</p> <p>b. better understanding of what has come from other countries</p> <p>c. anticipation and excitement at possible educational outcome</p>
Italy	<p>a. the project has spread to other classes. The three classes where the project was started last year have been joined by eleven more classes for a total of about 300 students.</p> <p>b. ten teachers of English and other subjects have started or will soon start working on the project.</p> <p>c. we hope we'll get collaboration from as many teachers as possibly in each class in order to share a general feeling of belonging to the project.</p>
Spain	<p>a. We start Choir with another local coordinator</p> <p>b. We have to revise all the issues from last year</p> <p>c. Some teachers have left the project and teachers are new this school year</p>

2.2 *This is what we see is of great value*

Country	Answer
Austria	<p>The standing of the project has increased due to the project meeting and the contacts made during that time</p> <p>To make things come together in one common box / piece of work</p>
Denmark	<p>That we stick to the agreement made in Austria</p> <p>That most of our students take part in the project</p> <p>That we "challenge" the existing material in terms of teaching</p> <p>That we can compare the teaching results in the participating countries</p>
Ireland	<p>The process of working together towards creating a common box</p> <p>Sharing the diversity of cultures and discovering common threads</p> <p>Educational links established and friendships formed</p>

Italy	<p>The different categories at a school can be involved – not just pupils that study languages.</p> <p>Participation of all categories of teachers who agreed on working on some of the aspects and objectives of the project</p> <p>The project work can be included in the syllabus of other subjects.</p>
Spain	<p>Less teachers are now working on the project, which makes the coordination easier. We have stated clear what to do and have exact deadlines.</p>

2.3 This is what we hope the pupils will learn from this project

Country	Answer
Austria	<p>They are to get a wider view on different ways of approaching topics.</p> <p>The consciousness of working as a part of a bigger group thus working thoroughly</p>
Denmark	<p>That they enhance their knowledge and understanding of other cultures</p> <p>That they notice and understand differences and similarities</p>
Ireland	<p>A deeper awareness and understanding in cultural diversity – have fun in their learning</p> <p>Learn to appreciate and value our own culture while embracing values and attitudes of others.</p>
Italy	<p>To learn to appreciate different aspects of other countries' culture and find similarities with their own culture.</p> <p>They will learn to use their personal talents (drama, singing etc.), activities, that are not a part of the curriculum</p> <p>They will have the opportunities to work with groups of students from other classes</p>
Spain	<p>The students will learn to do cooperative working</p> <p>It is very useful for the students to do discussion work, as they have to work studying other countries' work</p> <p>The students are involved in the same project in a foreign language – they feel that they can work together with students that they don't know.</p>

2.4 This is what we intend to do - the new group

Country	Answer
Austria	<p>Inform them about the project – by presenting the national boxes – starting with our very own and then expand to the international level</p> <p>- only few new pupils are involved</p>
Denmark	<p>Work with the material already produced</p> <p>Tell the new students about the project</p>
Ireland	<p>All the children were involved last year</p>
Italy	<p>The new students were informed about the project after the Austrian mobility. They were shown the lessons and given details about the making of the European Box</p>
Spain	<p>To offer the students a variety of different tasks and to get the most out of their learning</p> <p>To give them an intercultural dimension and awareness of being a European citizen</p>

2.5 This is what we intend to do - the same group

Country	Answer
Austria	Present their work – confront them with the things to come up and make them eager to carry on
Denmark	-
Ireland	Identify what has to be done and by whom Give time guidelines. Appoint the overall coordinator within the school
Italy	The classes that had started the project were asked to revise the material they had already produced to work for the European Box. They were also informed about the new material to be produced. All the students were encouraged to put all their talents into practice for the success of the European Box. Newsletters are used to inform the students about activities to be done with groups of different classes.
Spain	To go on creating an awareness of other countries/regions in the project including their languages, customs and locations.

2.6 What are the signs—that this is a relevant and interesting project

Country	Answer
Austria	Their interest has not diminished, but increased They are waiting for the things to come They are proud of being a part of the project
Denmark	That the pupils will work actively That they will show eagerness That they will ask a lot of questions
Ireland	Enthusiasm for the project Parental involvement and support
Italy	Originality, variety and quality of their work Participation in extra – curricular activities Active participation in class and extra work at home
Spain	They feel excited about the project and they want to start as soon as possible on it They are likely to be creative in the tasks we are going to work on They feel free to work because the projects are flexible and close to their way of living as students at school

2.7 This is the way we are going to document our project

Country	Answer
Austria	There will be an exhibition/contest of the pictures taken during the photo marathon
Denmark	Ask the participating teachers to evaluate
Ireland	Log photo Maybe essay form

Italy	Keeping teachers diaries Participation in formal/informal meetings Exchanging emails
Spain	We are going to make photographs of the process of work We are going to use Power Point Presentations We will have some word documents, Photographs (jpg format) and videos at the end of our project

2.8 Describe the group that participate this school year

Country	Age	Class / Grade	Number	Ethnic background
Austria	10 - 15	1. – 4. grade	22	8%
Denmark	16 - 17	10. grade	20-25	40%
Ireland	11 – 12	5. – 6. grade	27 and 34	1%
Italy	14 – 18	1. – 5. grade*	23 on average	7%
Spain	12 – 17	Group of all the grades	15 – 20	Non-existent

2.9

Country	Number of teachers in every class	Number of other teachers involved at the school
Austria	Various	Various
Denmark	1	0
Ireland	1	Numerous
Italy	1-3	11
Spain	1	10

2.10 How many pupils participate at the school?

Country	Answer
Austria	All
Denmark	100
Ireland	Nearly all will participate in Photo Marathon–completed by 60 pupils
Italy	322
Spain	200

2.11 How do the pupils present the project at the school?

Country	Answer
Austria	Not decided yet – probably presentations
Denmark	-

Ireland	In the school hall and the local public library
Italy	Probably at the Town Library – exhibition and acting
Spain	Exhibitions of the different works

2.12 The amount of time spent on the project

Country	Answer
Austria	-
Denmark	Differs from class to class
Ireland	Cannot be decided at this moment
Italy	An average of five hours per class every month
Spain	2 weeks – that includes four days with the same teacher – eight hours fx in the activity with the Photo Marathon

2.13 Describe the teachers that participate

Country	English /Language	Arts	Music	Other Subjects	Class Teacher*
Austria	2	1		2	
Denmark	3		1		
Ireland			1		2
Italy	7	1	1	2	
Spain	3	1		4	

*That includes also fx music

2.14 How did the teachers get involved in the project?

Country	Asked to participate	Told to participate	volunteered to participate
Austria	X		X
Denmark	X		X
Ireland			X
Italy	X		X
Spain	X*		

*Each teacher works close to their subject. Some teachers work in common.

2.15 How many pupils do each teacher teach in the project?

Country	Answer
Austria	Varies
Denmark	20-25
Ireland	27 - 34
Italy	From 14 – 96 (the teachers are responsible for the number of pupils or they teach two or three classes in common)
Spain	About 20 in each class

2.16 Describe the time and effort the teacher put into the project.

It is not possible to get a picture of the time and effort. It depends on the activities and the pupils. Italy answered, that they would probably estimate an average on ten hours per month spent by every teacher on activities related to the project.

Spain responded that it is hard work to participate but it is still up to each teacher how to dedicate time and effort. They describe the work with preparation, handling the pupils in the activities in the classroom and the work with the presentation.

To have an established team of teachers working with a project like this demands a lot of coordination, recognition and responsibility regarding understanding of tasks and agreements. At some schools and school systems it is a part of their understanding of being a teacher. For some schools and school systems it can bring new demands and conflicts into the daily work.

2.17 Information about the project to others

The Head Teacher

Country	The Way You Will Inform	How Often Will You Inform
Austria	Email and informed orally	Permanently
Denmark	Telling	Regularly
Ireland	The head teacher is involved	
Italy	Letters, emails, meetings	Whenever there is a specific need
Spain	At meeting	Every month

2.18 Colleagues

Country	The Way You Will Inform	How Often Will You Inform
Austria	Formal conference and informal talks	
Denmark	Telling	Regularly
Ireland	Regularly staff meetings and news letter	
Italy	Class meetings	
Spain	Staff meetings	Beginning and end of the school year

2.19 Parents

Country	The Way You Will Inform	How Often Will You Inform
Austria	Website and via children	
Denmark	Information on school intra	Regularly
Ireland	Newsletter and parents meetings. Encouraged to get involved	
Italy	Written communication	During meetings
Spain	General assemblies with homeroom teachers	Twice a year

2.20 Otherwise

Country	The Way You Will Inform	How Often Will You Inform
Austria	Information send from the school and on the website. Exhibitions and presentations /press conference	
Denmark	-	
Ireland	School hall, local library, public library, Education Centre in Ennis	
Italy	School website, press and local television	
Spain	Exhibitions	Twice in a school year

2.21 Evaluation of the evaluator

	Very satisfied	Satisfied	Less satisfied	Not satisfied
1. The amount of time you spend answering the questions in the four steps?	XX	XXX		
2. The participation in the discussions at the meetings	XXXXX			
3. The critical recommendations from the evaluator	XXXX	X		
4. The way the results are presented	XXX	XXX		
5. The timeframe/deadlines for the evaluations	XXXX	X		
6. Please describe in witch way you find that the results from the evaluations can benefit the project	X Comments	X		

Comments

The evaluation helps you to compare the different approaches typical of each country.

They help you to become aware of what you can change/improve

Evaluation was good to keep us on track

Reminded us what had been decided and what was required

We are very satisfied with the job done of the evaluator

This task is very essential for this/any project

I am sure that having steps evaluated and getting reports regularly helped and will help a lot in not losing sight of the target

Maybe there should have been a discussion about the report on the meeting Year One in Leoben. (comment from the organiser from Austria)

Always use evaluation papers in a word file

As an Evaluator it is necessary to ask for statements regarding my work halfway through the project. An Evaluator should be a part of a project from the beginning, take part in meetings and visit the participating cities to be able to make a fair report.

It is of great value to have knowledge not only of the project but also of the participants and their schools and their daily work. To be able to be a critical friend demands more than just answers on a paper.

Conclusion to step 1 – second period

The countries express the opinion that the project is much more manageable the second time around. They know the timeframe much better and what to expect. They have an overall knowledge of what to do. This means that more pupils can participate and it is easy to bring in new participants – pupils and teachers.

The group of teachers who participates in the second period is a larger group participating in a very serious and sincere way. It is not possible to be in this project half heartedly, so the engagement is very high.

The five partners have different visions of what this second year will bring. Some have success stories to work on, others have wishes of new ways of working in the project and again some want to include more participants. It is clear that the experience from the first year has an influence on the expectations.

While looking ahead before the project ends, some interesting points are made, that the teachers have seen from the first period that they bring into the second period.

- The cooperative work between the pupils
- The new way of looking at a classroom – working area
- Their way different talents can present themselves
- The new ways of working with the curriculum

To work together demands that the pupils show understanding and consideration towards each other not only their classmates but also regarding the common agreement - the common product – the common cultural box.

Different talents by the pupils are often not used in the daily work in a classroom. Working as a teacher with over 25 pupils does not give space for the different pupils to show their different interests and talents, but working on a project like this opens up opportunities for talents to be active and visible. Different subjects in the school lie often in tight-planned courses. The change of the daily work and the usual plan with a project like this does not destroy the learning process, because the pupils learn in another way.

The practical work will be used, the discussions are a practice and the knowledge of for example their own and other countries culture are learned by giving the pupils more responsibility. The teacher can function as a consultant and step aside and watch or intervene when it is necessary.

A lot of new pupils will join in the project, at every school, during the second period of the project. They will learn from the first year – see what has been done, talk to the “old” pupils or get motivated by the teachers that have gained from the experience of the first year.

The talks between the partners at the meetings and the evaluation can give a better overall picture of the project instead of a smaller group of teachers that know each other well and therefore have an insider knowledge. They will not demand the same questions or critically look at the daily work as talks between partners from five countries and answers from an evaluation.

The five countries have a positive expectation to what will happen and how the pupils will work and react to the projects activities. The expectation of how the pupils will work and bring, for example, their family into the project is interesting. The concept from psychology “Flow” where a child work without looking at time or place because it is interesting, is also what the teachers hope for.

The numbers of pupils have grown as well as the number of teachers. At the same time the knowledge from the first year regarding the demands, work and time makes it possible to establish a team at every school among teachers.

The participating countries have presented the project where it was possible. It is important to consider how to involve the colleagues and the leadership of the school. Teachers who work alone – teachers who do not involve others in their work – seldom experience recognition and their reflection suffers from lack of debate and challenge from a natural partner/colleague.

The exchange of experience the partners have participated in at the meetings have been of great value in this project.

Evaluation step 2 statements from the evaluations papers second period

2.22 Timeframe - How much time did you use on the project – the common box

Weeks

Country	1 week	2 weeks	3 weeks	4 weeks	Longer Period
Austria					x
Denmark					x
Ireland		x			
Italy					x
Spain				x	

Hours per week

Country	2 hours	4 hours	6 hours	8 hours	10 hours
Austria *					
Denmark				x	
Ireland			x		
Italy	x				
Spain	x				

* the time varied

Days per Week

Country	1 day	2 days	3 days	4 days	5 days
Austria *					
Denmark				x	
Ireland			x		
Italy		x			
Spain		x			

*the time varied

2.23 Motivation for choosing the timeframe

Country	Answer
Austria	Embedded into regular lessons and homework with consideration for the daily and prepared schedule and their abilities among the pupils.
Denmark	We used the needed
Ireland	Fits in the schools timetable. One week delayed because of weather.
Italy	The project is included in the curriculum. The time frame depended on the availability of the music teacher and an ICT room.
Spain	Depending on the subject, the timeframe will be 2 hours per week. We consider having an additional time in the break time sometimes so that we don't stop working in the sessions. We encourage our students to get going quickly on the same activity and to complete it to the best of their ability.

2.24 Where did your work take place?

Country	In the Classroom	In a Computer Room
Austria	x	x
Denmark	x	x
Ireland	x	
Italy	x	x
Spain	x	x

2.25 Special places for the different products

Topic: The Photo Marathon

Country	At the School	Outside the School
Austria	x	x
Denmark	x	x
Ireland		x
Italy		x
Spain		x

Topic: The Kiss – Gustav Klimt

Country	At the School	Outside the School
Austria	X	
Denmark	X	
Ireland	X	
Italy	X	X
Spain	X	

Topic: Every day life

Country	At the School	Outside the School
Austria	X	X
Denmark	X	X
Ireland	X	X
Italy	X	X
Spain	X	X

Topic: The Choir Song

Country	At the School	Outside the School
Austria	X	
Denmark	X	
Ireland	X	
Italy	X	
Spain	X	

Topic: The Choir Dictionary

Country	At the School	Outside the School
Austria	X	X
Denmark	X	
Ireland	X	
Italy	X	X
Spain	X	

Topic: "Ein Freund ging nach Amerika"

Country	At the School	Outside the School
Austria	X	
Denmark	X	
Ireland	X	X
Italy	X	X
Spain	X	

2.26 How did you start the second part – the motivation of the pupils.

Country	Answer
Austria	We told the pupils that all the work that has been done so far would be merged into one common product, where they and their work will be presented to a European public. Additionally the project meeting at our school gave an enormous impetus.
Denmark	The pupils were told about the project and what had been done in the first year. These pupils did not know anything beforehand, because they started at the school August 2009. They thought it looked very interesting.
Ireland	Outlined in lecture form what was involved. Then the children worked in groups or individually both in school or at home to best meet the needs of the topic.
Italy	In some classes the work started soon after the meeting in Spain (April 2009). The work on the rest of the products was presented and started after the visit in Austria (October 2009) In both cases got the teachers and pupils detailed information about what had discussed in the meetings. The pupils were shown the different products of the cultural boxes. Different approaches to the topics were taken to motivate the pupils.
Spain	By showing the works including in the cultural boxes. A mix of listening, discussions, individual work and work in small groups. We want the students to be able to cope with change

2.27 What method did you use in the working period?

	Austria	Denmark	Ireland	Italy	Spain
Lecture on the theme	X	X	X	X	X
Workshops	X	X		X	X
Working in groups	X	X	X	X	X
Working with the whole class	X	X	X	X	X
Pupils working alone	X		X	X	X
Outdoors learning		X	X	X	X

Comments on why these methods have been used.

Austria

We tried to adopt the methods to the different tasks – looking on what can be done by using which kind of working method

Denmark

Our work was based on the descriptions or made by ourselves

Ireland

We outlined in lecture form what was involved. The children worked in groups or individually, in both school or at home, to best meet the needs of the topic.

Italy

All methods were used to motivate as many students as possible according to their personal cognitive and learning skills. As a matter of fact we had students that preferred to work on their own while others worked in pairs or small groups.

Spain

Because we have motivated the students in a better way we used different methods. Using a variety of methods encourages our students to retain their focus right through the work.

2.28 How did the pupils react to the second part of the project – the work and methods?

	Austria	Denmark	Ireland	Italy	Spain
Curious	X	X		X	X
Eager	X		X	X	
Interested	X	X	X	X	X
Did not care		X			
Laid-back					
Not interested					
Positive attitude	X	X	X	X	X
Negative attitude					
Indifferent attitude		X			
Defeatist attitude					

2.29. Success stories

Austria

The video on “everyday life” at school was taken from a longer video we made to document school life – the pupils were especially interested in seeing the final product (the video that will be send for the common box). It was very hard to keep to the timeframe.

The work on the Dictionary – video was prepared by the drama group and filmed during an English lesson. They had a lot of fun doing that “Do you know we had a lesson, where we were supposed to sleep!” was one of the things I have been told.

Denmark

Poem was concrete for all the pupils because of the theme “tradition” - baptism, weddings, funerals. Every pupil had the chance to speak about own culture/experiences. All took part in the discussion.

Choir – it makes sense that every pupil takes part in a project that has a common result

The Kiss – Making essays and describing own thoughts and feelings about the first kiss were shared with each other.

Ireland

Pupils were excited by the idea of their work being part of the European box

Also they were excited by the thought that children in our partner schools would be working on the same Topic.

Italy

The students involved looked motivated to work on the project. We have noticed that the students that are not so brilliant in English or other subjects have had the opportunity to show hidden skills. That happened spontaneously. They did not need to be stimulated.

The different nature of the products we have to create gave the students the opportunity to use languages they did not normally use in our school. We do not have Music, Art or Photo classes for example. This changed our daily life in class

Revision of work previously done is usually boring. That did not happen in our classes. Students edited the material they had produced and also worked at home not just on their own products; some of them also took care of what had been produced by others.

Spain

The Kiss: they have to work in a wide variety of interesting and engaging activities, so the students want to stay on task.

The Dictionary: they like to make a more creative classroom. They are inspired by more unusual types of resources.

Photo Marathon: the students like to focus attention on the creative side of the work.

2.30 The teachers part in the project

	Austria	Denmark	Ireland	Italy	Spain
Classical teacher	X	X	X		
A consultant	X	X	X	X	
A working partner	X		x	X	
A promoter	X	X	X	X	
To listen to and accept a pupil as a resource	X	X	X	X	X
To pull back and let the pupils work alone				X	X
To be an Observer	X	X		X	
To solve conflicts among the pupils					X

2.31 Choice of partners

Ireland

IT consultant - in putting the DVD together.

Sound technician - to help with the recording – he supplied the necessary equipment

Parents – huge support by making the DVD and gathering photographs

Italy

Musician – a member of a local Band and has participated from the beginning of the project. He is also the ICT assistant. The school does not have a music teacher

2.32 What you choose to be a part of the common box.

The Photo Marathon

Country	Product
Austria	Selected pictures – chosen by the teachers and students involved in the marathon (Power Point Presentation)

Denmark	All classes have been in Copenhagen for their Photo Marathon. We have according to the specific teaching plan worked out.
Ireland	Supplied disposable cameras to the children inviting them to capture photos whilst at home or on the holiday
Italy	Five photos taken by students illustrating the different feelings
Spain	Five pictures

The Kiss

Country	Product
Austria	The "prepared lesson" (a pdf file), a short introduction to "The Kiss" (Power Point Presentation web links) and student's pictures/paintings
Denmark	
Ireland	Worked with collage of painting
Italy	Five pictures that interpret Klimt's picture "The Kiss". The pictures combines different elements of the countries of the CHOIR project
Spain	Essays about their first kiss

Every day Life

Country	Product
Austria	A video on DVD showing everyday life at our school
Denmark	
Ireland	Divided the two minutes into before school, at school, after school, featuring home, school and play.
Italy	An edited version of the two videos of the Italian cultural box send in February 2009
Spain	A video recorded by the students

The Song

Country	Product
Austria	Words and keys of the song – a recording of our school choir singing the song
Denmark	
Ireland	Made a CD of song – beautiful
Italy	The CHOIR song sung by a group of students of different classes
Spain	An audio file recorded in class

The Dictionary

Country	Product
Austria	The grid Brian send us – a video on DVD with expressions from the grid
Denmark	
Ireland	We chose the words/phrases that we felt were those most likely to be used.
Italy	A Power Point presentation of the words and expressions we agreed on in Austria
Spain	A video recorded by the students

Migration

Country	Product
Austria	The poem in its original version/ the translated version as a pdf file and an audio file, the "prepared lesson" as a pdf file.
Denmark	
Ireland	Present day migration to Ireland/ 19th century emigration from Ireland
Italy	A Power Point presentation og five different products inspired to Rosegger's poem
Spain	Word documents: imagine how you would miss your country if you had to emigrate

2.33 Motivation for choosing products for the common box.

Country	Answer
Austria	These were the things we agreed on at the project meeting Our students liked these things best This is what we already have done
Denmark	The Photo Marathon was at an early stage by all countries to be a part of the Cultural Box
Ireland	Agreed by all – great incentive to see how each interpreted the different topics. Emigration. A universal theme – we wanted to look at migration to Ireland in the 21st century A day in the Life – how our pupils spend their free time and a look at a typical school day
Italy	We chose photos that presented familiar people, places and pets. Our priority was also to choose photos taken by students from different classes. We chose the pictures that interpreted Klimt's picture rather than simply reproduce it As stated above, we chose the edited version of two videos previously done. It is an example of a kind of work produced by different students in different times. One of them took care of the editing side. The presentation is her choice. It has been an opportunity to have students from different classes to work together singing the song after school. The work with Migration was done by different students from different classes with different roles. The Power Point presentation and choice of videos was done by one of the students.
Spain	Every day life – materials relating to the students' way of life Photo Marathon – images of different characters in the city where they live Three dimensional objects for the students to explore Bright, colourful and engaging displays

2.34 Looking ahead and reflect

Country	How do you think the project will present itself afterwards?
Austria	
Denmark	Both for teaching in our school and other schools through pedagogical centre spread through own website and CHOIR-website
Ireland	The project should be presented finally in hard copy and available to all partner schools. Electronic copy of box is to be sent to partner schools.
Italy	We should promote the project by showing the process and results and also taking into consideration the experience in the countries participating in the project
Spain	DVD and booklets

Country	Will the partners still be working together in two years time?
Austria	
Denmark	The network makes it possible to exchange ideas, teachers, pupils and material. The aim could be to maintain communication and social network through the internet.
Ireland	Mostly in the present form of box communication / contact and should be maintained. Possibility for email exchanges between some partner schools.
Italy	We do hope so. We would like to keep contact and work together on other projects and involve students in Comenius mobilities.
Spain	Probably not all of them. At least not all together (E-twinning/Erasmus)

Country	Who can benefit from knowing about the project?
Austria	
Denmark	Students and teachers
Ireland	Any school considering joining Comenius project. Colleges of Education
Italy	Schools, Pedagogical Centres, the communities . . .
Spain	-The students - all the school staff + all the community

Country	Can we bring the project to others?
Austria	
Denmark	Yes. Same answer again – above.
Ireland	Yes. Through local library. Teacher magazines (“In touch”)
Italy	Yes. We can. We could start from the schools in our area.
Spain	Yes, it will be used in next years at the school (exhibitions, lectures and on the blog)

Country	What topics could be discussed and therefore improve the project in the future and for others to use?
Austria	
Denmark	The use of pictures (photographs, paintings and sculptures). Music is an international means of communication
Ireland	Emigration, Myths, Legends, Folk tales, Children's Songs, Poetry, Games. Common language - Patterns in fx numbers : sieben, seven, syv . . .
Italy	-The European identity -Development of awareness on European citizenship - Migration
Spain	Agreement on technical equipment we all are going to use, so we can improve the final product.

Country	Other Comments
Austria	
Denmark	Focus on: knowledge of values (different countries). The didactic and learning methods.
Ireland	For the first time I have feeling that the project has come together in a complete way. Wonderful sense of created among the partners - well for future contact.
Italy	-
Spain	We are going to try to get Erasmus Grants for Secondary students, only allowed to schools which have links through Comenius projects. Our school is going to take part in new Comenius project. Our experience in this can help us improve our results in new projects. Working together (all or some of us) in E-twinning projects, so students can develop their digital skills. Use this material (DVD + booklet) with the participating students in one or two years time and make them think of their experience during the project. The box would be used as class material, and so probably be shared and shown to new students in the class.

Conclusion to step 2

It is interesting to see how much time is used outside the classroom to fulfil the agreements of this project. The teachers have motivated their pupils who made it easier to use different methods – the pupils understand why a method is being used, when they see themselves as an important partner in a project. For some countries working outside the classroom is not a common way of teaching.

The teacher's expectation before the second period regarding the pupil's motivation matched the pupil's reactions. The different teaching methods have been implemented in the daily work and the teachers seem satisfied using different methods.

Using artists and parents is an acceptable practice. One can not expect teachers to be experts in all subjects – that goes for music, photography and so on.

The second year presents the teacher very much as an authentic professional teacher. The way the teacher works depends on the contents not the tradition and therefore the choice of how to work as a teacher varies from task to task including the pupils' needs regarding assistance in the lessons, curriculum and nursing talents among the pupils. The second year has had fewer conflicts among pupils which can be because of another way – new ways – of teaching. More pupils have worked longer hours with enthusiasm and this work has perhaps brought them into a "Flow" in the way the M. Csikszentmihalyi has described it.

At the meeting in Austria agreements were made on how much and what product the different partners should present to the common cultural box. It was important for the partners at the meeting, that the agreement should be workable and manageable. Also it was important to bring in the pupils in this part of the work. The recognition of the pupil as one that is able to make choices and argumentations was important regarding the quality of the chosen items to the common cultural box.

The pupils have participated in decisions and taken part in choosing Photos to be used to the Common Cultural Box. To integrate pupils into decisions is an important part of being a teacher in 2010. The school must reflect the world around us and the pupils must learn to take responsibility. A project like this gives the pupils this opportunity.

The different countries prepared the exhibition with the Common Cultural Box and agreed on who was responsible and collected the items.

At the same time it was decided to make a DVD with everything from the two year period of this project to be used in schools, to be used by different institutions that educate teachers or Pedagogic Centres.

The interest for not only the work in the classroom but also for bringing this project to others is of great value. To see that the work you do can be of use to others – help other teachers in their daily work with a project that is manageable and workable is an interesting development among teachers. The teachers that have their own private practice is not what I would recommend. The teachers in this project exchanged experiences and practices and therefore participated in an ongoing development during the two-year period the project lasted.

Evaluation step 3. statements from the evaluations paper Second Period

2.35 Knowledge about the other countries after the first period and the six topics used in the first period.

1= No knowledge 2 = not much 3 = very much 4 = a lot

Music

Country	1	2	3	4
Austria				
Denmark		x		
Ireland			X	
Italy		x		
Spain			x	

Dance

Country	1	2	3	4
Austria				
Denmark		x		
Ireland		x		
Italy		x		
Spain		x		

Literature

Country	1	2	3	4
Austria				
Denmark		x		
Ireland			x	
Italy		x		
Spain				x

Every Day life

Country	1	2	3	4
Austria				
Denmark		x		
Ireland			x	
Italy		x		
Spain				x

Festival

Country	1	2	3	4
Austria				
Denmark		x		
Ireland		x		
Italy		x		
Spain			x	

236 Before looking at the items to the common box – What do the pupils expect to see?

Item	Austria	Denmark	Ireland	Italy	Spain
Photo		X	X	X	X
Film		X		X	
Dvd		X	X	X	X
Cd				X	X
Homepage					
Drawings			X	X	X
Paintings				X	
Poems		X		X	
Texts		X		X	
Books					
Things to touch		X			X
Things to taste					
Things to listen to		X		X	X
Things to see		X	X	X	X
Things to try					
Unknown things				X	
Well known things				X	
Old things		X		X	
New things		X		X	X
Others			*		

Comments:

Ireland: Some children anticipated the above – they did not know what to expect

2.37 To the items – how do the pupils react?

Reaction	Austria	Denmark	Ireland	Italy	Spain
They were curious		X	X	X	X
They were eager		X	X	X	X
They were interested		X	X	X	X
They did not care					
They were laid back					
They were not interested					
They had a positive attitude		X		X	X
They had a negative attitude					

Comments - Denmark

Pupils comments: "What is that?", "Let us see", "I cannot wait to hear it", "Let us see it now" and the positive attitude described as interesting.

Comments – Ireland

Children were very interested and enthusiastic and anxious to see the content.

Comments - Italy

They are proud of what they have done. They found it exciting to work together with others students in other countries on a common topic. They expect to see what they have produced on the CHOIR website. They are eager to see photos and films of the exhibition in Copenhagen. They would have liked to take part in the mobilities, host students and exchange emails with them

Comments – Spain

Pupils comments: "How interesting", "What can we chose for the box?"
"It is a good way to learn" and "We want to work on the project everyday"

Conclusion to step 3

The knowledge of for example of the different countries Literature Music or Festival has not changed a lot. The awareness regarding the partner schools is different. The conclusion must be that the cultural boxes gave the pupils an awareness of the common work – every pupil can work with a common agreed task and express themselves in the same way.

Evaluation Step 4. statements from the evaluations paper Second Period

2.38 Where is your institution now regarding cultural work/planning in connection with the school?

Austria

I guess we are not further than we used to be before the project, (at least as far as those teachers who were/are to plan and do cultural projects are concerned), but – of course – we are more experienced and the number of teachers who are willing to get involved has increased.

Denmark

We will continue with the Photo Marathon in our school. We will continue to work internationally; this time with a Comenius project about health! And we will of course work with the material developed during the project. Especially in the subject English.

Ireland

Childrens work is complete we are busy preparing material for the final D.V.D.

Italy

We are planning the presentation for the mobility in Denmark and deciding what kind of materials and experiences should be selected. We are also taking into consideration the opportunity we were given by our National Agency to continue the experience by applying for students mobilities within the countries of this Comenius project.

Spain

We are preparing the exhibition of the cultural box in October. We have talked with the Town Hall to get a gallery for the works.

We are also thinking of an exhibition of the Klimt works and the Photo Marathon in our School.

We want to have a meeting with all the teachers who were involved in the project, to tell them about the meeting in Denmark and the next steps of the work.

2.39 Were you able to make clear, what was of great value within a project like this – signs?

Austria

I think, yes.

The best sign was the anticipation of our students, who really loved to be in the Choir, among those who did the video,

Another sign is that they were eager to see and hear what students at the partner institutions did to the same topics (photo-marathon, ...)

Denmark

Yes! It was obvious by the eagerness they showed working with the project. Especially they were interested in the work the others did. Comparing to their own work.

Ireland

Parental support, and staff working together. Children involving themselves in extra projects that were prompted by the C.H.O.I.R. project and connected to it.

Italy

We think we were

Spain

Yes, the students feel that they are contributing to what goes on in the project. They take an interest in it and they want to participate in it.

2.40 Did the pupils learn what you had set up as a goal?

Austria

We didn't set up too hard to reach goals and so they could.

We wanted them to improve their foreign language skills – and they did (of course not only for that reason!)

We wanted them to know more about the partners' countries and regions and at least some of them do.

Denmark

We think they did. Of course we did not make the students pass any examinations during the work, but the quality of their work showed us, that they had lived up to our expectations and goals.

Ireland

Yes definitely. We explored our own culture first and developed a greater awareness of it .Greater appreciation of the culture of other countries

Italy

Judging by the signs, they did.

Spain

Yes, in general terms we think the students have learned it.

The ideal for us is to individualise the learning to each student. In reality this is pretty much impossible unless you work with small groups. But when they feel that what they are learning is relevant to them and that it fits exactly with their needs, they become much more engaged with the work and the goal that you, as a teacher, have set.

2.41 How did your intentions with the project work function regarding with what you had planned?

Austria

I think we met our own expectations, in both the working process and the result. We are very happy that – though there were some disturbances – the project, the work and the outcome have been the way they are.

Denmark

Despite the obstacles we met during the process, I think we fulfilled our intentions. It was a great strength, that the project group managed to show a high degree of flexibility, when it was needed.

Ireland

They went well. Children worked together. Great support from the staff and the whole school community.

Italy

Intentions were almost fully put into practice, despite the obstacles encountered.

Spain

Usually the students understand a new concept or new skills and they take charge of their learning and really enjoy the activities that the teacher sets for them. The project work was planned with three key ingredients: flexibility, simplicity and suitability.

2.42 Are there signs within the group of pupils, that they have learned something new and interesting things about the work with this cultural project?

Austria

I think we met our own expectations, in both the working process and the result. We are very happy that – though there were some disturbances – the project, the work and the outcome have been the way they are.

Denmark

We think that working with projects gives the students the best understanding of what, they are doing. They take more responsibility in the process, and they learn more. Class discussions showed us, that they had learned a lot; not only about the other countries, but also about themselves.

Ireland

Yes. Screen printing process, making a video, discovering the fun in photography

Italy

Yes, there are many, judging by what they produced and also by their response to questionnaires or class discussions

Spain

Yes, we can bring out:

The students listen carefully

They take responsibility for their own learning (overall the oldest ones)

Establish a relationship of mutual respect with the students' work from the other countries

2.43 How much of the product to the exhibition did the pupils make alone?

Austria

The Klimt paintings were made by the students alone.

The photographs for the photo-marathon as well.

The video, presented at the conference was filmed by pupils.

The rest was made with support from one or more teachers.

Denmark

The student did all the work themselves. The teachers were advisers and supporters.

Ireland

Collage of the Kiss, All the work on Emigration Photos, Some of the work on the Dictionary(most of the hard copy). Our children are young and needed technical support this was where the parents were most supportive.

Italy

The great majority of the work is mere students' product.

Teachers were just advisers.

Spain

It depends on the work:

Migrations: they did the entire project alone, helped by the teacher.

Horreos: they did most of the project alone, helped by the teacher

The Kiss: they did the entire project with the teacher.

2.44 Describe your part as a teacher in the process of making the product to the exhibition

Austria

It was more the role of a coordinator, collector than the one of a teacher.

Main job was on one hand to get the things done (unless they'd been finished long time ago, then it was hard work to get them together again) and to coordinate activities and on the other do some finishing work.

But overall it was more managers that teacher's work. (Although teachers of course have to be managers as well)

Denmark

The teachers part in the process was to facilitate and not to produce. Of course we took the responsibility of securing, that things were done in time! But we would not correct or "enrich" things with our corrections.

Ireland

Director, I told children and teachers what we had to do and they did it.

Italy

We chose to be advisers and facilitators. We didn't want to be obtrusive. We mainly acted as stimuli to help bring into being their natural talents. Sometimes we chose not to edit the language in order to preserve spontaneity.

Spain

As a teacher I tried to find time to work through the lesson together with the students. At the same time, I wanted to give them plenty of responsibility and creative activities to do. I wanted to get the most out of them and sometimes I had to pressurise them to get the best work.

I think it is important planning and structuring a quality lesson.

Evaluators Last Comments

It has been a pleasure to be a part of this project. To see how a plan, an idea and an agreement came to be a practice that both teachers and pupils gained from.

I hope that all the good work will be used around the five countries and at the different schools.

The exhibition will now tour around the five countries and hopefully be noticed and the results from the project be used simply because the contents is manageable and workable.

AIMS and OBJECTIVES

The objective of the partnership is to enhance the awareness of similarities and differences among cultures of the participating countries in the minds of students, teachers and the community and to create intercultural dialog.

The conclusion on the evaluation of the project CHOIR

The project has first of all given the participants the time and opportunity to work with their own culture as well as culture from four different European countries in a project with a planned communication.

Everybody in the project has been challenged. The teachers had to search for ideas and material to motivate and teach the pupils about their own culture as well as the other countries culture.

The project has given the pupils an insight and knowledge especially in their own culture.

At the same time the project has given everybody a chance to look into cultures that were different from their own, given them examples of similarities and differences. The project has created an interest and curiosity how to learn and get information about their own culture as well as other European cultures.

What did the participants learn from this project?

Has the project created an intercultural dialog?

Is it fair to say that the pupils have created an awareness of other countries in the project?

Can a project like this create methods and material for others to use and get same positive results?

At the last page in this report you will find a short summary of the conclusions of the evaluation.

The numbers in the text refer to schemes in the evaluation where examples are on the theme are to be found.

Teachers and head teachers

During the whole project the participants have worked accordingly to an overall plan with these headlines:

A description of the present situation before the project, visions, preparations, signs and a presentation of the participants.

Practice, process and production

Expectations, reactions and reflections

Reflections the overall questions and agreements in the official text

This overall plan has given the participants a good general view at the project and has given all participants including the students a good picture of how far they are in the plan of the two year period of the project. (1) The teachers and headmasters have learned to plan across borders. They have produced plans that can work in different school systems, in an everyday life at different schools. The plan had to be workable and manageable regarding average and challenging pupils on different levels. At the same time the plan had to fit in to curriculum and local expectations. (2)

The group of teachers and headmasters managed to create new methods and ways to bring it into practice. General talks about didactic, exchange of experiences put together with the wish to make both progress and development resulted in the design of solutions that brought their thoughts into a workable practice for pupils in the different countries.

The products have been presented at local library, town hall and in the local papers (3). This was up to the different communities and their participants in the project to present the products. At these exhibitions cultural boxes from the other countries have been on display but also the work by pupils additional to the common CHOIR-plan have been presented.

1 (2.21)

2 (1.24, 1.25, 1.27, 2.23)

3 (1.37, 2.17, 2.20)

How the project could present itself after the two year period has been on the agenda at every meeting. The project was not meant to be at small limited project for a chosen group of pupils.(4) Therefore the discussion about how other teachers or for example students at teachers colleges can to use the project in their practice has been important for the participants. The product produced in the two year period is available on DVD for others to use from the autumn 2010.(5)

4 (1.29 – 1.32, 2.8) 5 (2.34)

It has been a positive learning experience to be a part of the project for the participants. Not only have they participated in a process well planned but also they experience that they have produced an interesting practice for the pupils (6), as well for the teachers involved but also produced a product for other teachers to use. (5)

6 (1.10, 1.25, 1.24, 1.27, 1.28, 2.26, 2.27, 2.33)

The teachers participating in the project teach all English but when it comes to subject of a cultural nature it varies(7)

The pupils have expressed how good it is working with the creative side of them in music and art. The creative work in an average school day does not get the attention and time as it got in this project.(8)

7 (1.35, 2.13)

8 (1.12, 1.13, 2.28, 2.29)

How a teacher presents themselves and function in a classroom varies also a lot, but in this project it is obvious that the teachers saw themselves as consultants and guides.(9)

Of course it is different what the teachers have to do in a classroom with 20 pupils at 16 years of age compared with a class with pupils at 11 years of age (10)

The teachers have been very positive in their attitude towards different kind of classroom management.(9)

The pupils have worked in small groups at the school and outside the school. Outside the school is not accepted in all the countries of different reasons, but here it was planned and it worked. The teacher worked out plans, managed a way to carry out the idea in practice.(11)

In the first year some of the teachers had to deal with conflicts in the classroom during the project, but in the second year conflicts were no longer an issue.

9 (1.8 – 1.10, 1.14, 1.15, 2.24, 2.25, 2.27, 2.30)

10 (1.29- 1.32, 2.8)

11 (1.12, 1.13, 2.28, 2.29)

The acceptance to choose the method suitable to the group of pupils was important, but not used that much. The practice chosen in the group of teachers and headmasters to carry out the common plan was possible at all levels. It was up to the single teacher to adjust the projects plan in the classroom. (12) Of course there have been different local problems of a technical art with for example computers, cameras, timeframes and timetables, but this was up to the local teacher to solve. (12)

The dialog on the daily basis with mails between the coordinator, secretary, evaluator and the group of teachers and headmasters has been positive. This is a good way to communicate across borders. The website has been the sight where the participants could find information about agreements and deadlines. All the communication has been in the common language English which made it possible and workable. (13)

12 (2.27)

13 (1.3, 2.2, 2.21, 2.34)

The common language

Everybody in the project was able to communicate in the English language which made the dialogs and discussions possible among the teachers at the meetings.

The English language among the pupils gave them the opportunity to see what it means to use a common language. If you want others to understand what you present, you have to write the words in a common language.

Necessary changes have been made when it did not work in the way it was agreed on. For example have some of the products later been translated.

It was an agreement that the English language should be used as much as possible.

Some texts for example poems did not need a translation but a explanation. The common language is used to give all participants the opportunity to function on the same level and the same time limit the misconceptions that could occur in a bad translation.

To have an intercultural dialog demands a common language.(14)

14 (1.2, 1.3, 2.1, 2.3, 2.29)

Other institutions and persons involved.

The project has invited some relevant partners outside the schools. It has been a natural decision to bring in persons with special skills and local institutions like the local press, pedagogic centres, libraries, museums, art – and music schools as well as parents. To bring in people from the local community is a good way to present the project. (15)

The material from the two year period – lessons, pictures, plans are available on the website and a DVD has been produced and also available.(16)

These products should give others the possibility to use the projects idea and methods.

The exhibition that travels around the participating cities is together with the website and DVD products that are useful for others for examples teachers, students, universities and teachers colleges.

The project has made itself useful and visible not only for the participants but also for a lot of others in the school systems around Europe.

15 (1.37, 2.11, 2.17- 2. 20)

16 (2.32, 2.34)

Students

The pupils participating in the project represent most of the levels from the primary school and up to student level at the age of 16 – 18 years. They have all been given the same tasks, but at the same time they have been recognized for whom they are and what they are able to do. (17)

It has been up to the local teachers to motivate the pupils and make them participating in the activities planned for them. The results are remarkable. The pupils have been very active in the process, in the discussions, the decisions, in the decision making and in the process of producing the products. (18)

The teaching has taken place not only in the classroom but in different surroundings inside and outside the school. The pupils have expressed that they are satisfied with the tasks, the challenges and the possibilities the project gave them.

The reactions and reflections are clear – the pupils have been happy to participate in the project. And they have been satisfied to be a part of the project and have brought the positive experiences to new pupils that became a part of the project the second time around.

17(1.29, 2.8)

18 (1.4, 1.11, 1.12, 1.13, 1.15, 1.19, 1.23, 1.24, 1.25, 1.26, 1.28, 2.26, 2.27, 2.28, 2.29, 2.37, 2.39,2.40)

The teachers were asked to answer how the pupils reacted on the project, the work and the methods. The first year resulted in 20 answers – 16 of the answers were positive. The second year resulted in 19 answers on the same questions, and here 17 answers were positive.(19)

19 (1.12, 2.28)

Working with tasks that match your ability and interest can create Flow. Being in a Flow situation where time and place do not matter, you just keep on with what you do, has been seen in this project. Pupils stay at the school working until they have finished what they started is just one example. The teachers have mentioned several of these observations during the project.

The final conclusion

One of the goals was to create an awareness of similarities and differences among cultures of the participating countries in the minds of the students. The project have created a knowledge regarding their own culture and given them tools to see and recognize culture. Culture is not limited to few subjects. Culture is words, poems, music, language, colour, history, stories told with words or photos and a lot more.

The cultural boxes showed how just a few chosen things can represent culture from one country to another. Culture presented in the five boxes and the common box was easy to understand, easy to show and an easy and good way to communicate across borders. (20)

20 (1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 2.29, 2.33, 2.35, 2.36, 2.37, 2.39, 2.40)

The common language made it fun to communicate. It was not a problem using the common language English. It was a necessity and therefore accepted by the pupils. If you can not speak the language then you will have to learn some important words. That resulted in the common dictionary.

The cultural boxes send around between the countries have given the participants an opportunity to realize what an intercultural dialog means. To receive examples in the culture boxes of different cultures and compare them with your own culture creates an intercultural dialog and understanding. (21)

21 (1.24)

It does not matter if you do not after this project have a specific knowledge of the other countries culture. That could for example be about literature, authors, painters, composers. The pupils now know about their own culture and that the other countries also have their own. It is therefore fair to say that the participants – students as well as teachers and headmasters – have created an awareness of other countries in this project

Later on in their life we can only hope for them, that they will keep on being open-minded.

The project has given them the tools to search for more knowledge. They have in the cultural boxes only seen a few examples but know that there is a lot more to look fore.

The project has given all the participants an insight in their own culture as well as in the other countries culture. It has created an interest, an awareness and knowledge which give every participant a qualified starting point to be able to see similarities and differences among the cultures of the participating countries.

The work with the cultural boxes and the communication between the participating pupils and teachers has given everybody in this project an consciousness of us all being a European citizen. We can easily communicate we can easily work together and easily see similarities in our way of life.

Age among pupils does not matter. The school systems do not matter as long as the teachers are professionals. It is possible to plan a project across borders that result in a process and product that were developed in a period of two years time. This product can now be used of others and has given the participant so much.

The teachers and headmasters have also learned a lot. They now have a network and experience to be used in the future.

The pupils have participated in a project that gave them a lot of challenges and responsibility that they can benefit from in the future.

Finally has all the work been collected on a DVD to be used in future project at schools around Europe.

Therefore a project like this can create methods and material for others to use and hopefully get the same positive results.

The short version

Results from the Evaluation

It is possible to work together across borders.

The age of the pupils is not important

The different school systems are not a problem

The contents is important

The agreemets are important

Results – Value

Value: insight in their own culture and the European culture.

Value: learning new ways of working together across the borders – teachers as well as pupils.

Value: the classroom is not the only place where you can work and learn

Results – Awareness

Awareness: traditions as a part of the life

Awareness: creating a consciousness of being a European citizen

Awareness: cooperative work, working together, working on a common project as a possible way to learn about one self and others

Results – Process

Process: planning and agreements among the partners makes it happening – success

Process: it is about the contents – activities that agree with the routine, the everyday life and the curriculum

Process: the pupils are active, creative and are given the opportunity to reflect and being heard

Results - Signs

Signs: the pupils are active, curious, proud, involved, enthusiastic and observant.

Signs: participating in decisions and working with the product on their own and in their spare time.

Signs: the pupils participate with a positive attitude.

Conclusion

Learning process – positive

Awareness and involement – positive

Flow – positive

Professional Teachers' work – positive

The Contents – workable, mangageable

The Overall Planning – manageable

