

Final Evaluation of the Erasmus+ Project: "Technology Understanding and Sustainability in Practice Cooperation"

This description is an interpretation of the final internal evaluation of our three-year Erasmus+ project, in which six schools from different European countries have collaborated to promote the understanding of technology comprehension, sustainability, and children's rights in education. The project has been a unique opportunity to exchange knowledge, experiences, and methods across national borders, which has contributed to strengthening both teaching and student learning.

The participating countries are Cyprus, Denmark, Iceland, Italy, Portugal, and Turkey, and the evaluation is based on responses from several representatives who represent the involved schools.

The core element of this project has been the integration of digital technologies in teaching. The focus has been on providing teachers and students with a better understanding of how digital tools can be used didactically and pedagogically to enhance learning and engagement. The work with digital dimensions has encompassed several key aspects:

Didactic ICT models: Participants have explored and implemented various didactic models to integrate digital technologies more systematically into teaching. This has helped develop a more structured approach to the use of technology in learning processes. Descriptions of all courses are freely available for inspiration and can be found below on this page.

Programming and coding: Through work with Micro:bit, Lego programming, and game coding, students have developed their competencies in logical thinking and problem-solving. These technologies have also provided students with an understanding of how programming can be applied creatively in different academic contexts.

3D printing and digital design: An important part of the project has been the use of 3D printing and digital drawing in teaching. This has not only strengthened students' technological skills but also contributed to a more practical approach to problem-solving and design processes.

Digital security and ethics: With an increasing use of digital tools, there has been a focus on teaching students about data security, privacy protection, and responsible online behaviour. This has been an essential part of teaching, as students must be equipped to navigate safely in a digital world.

Screening and evaluation of schools' digital practices: As part of the project, schools have twice conducted a comprehensive screening of their existing digital practices and teaching methods. This has provided important insights into how technology can best be integrated into future teaching.

The evaluation shows that the majority of participants assess that these technologies have now become an integrated part of teaching. In particular, didactic ICT models as well as Micro:bit and Lego programming have had a significant impact on both teachers and students. Schools

have experienced a markedly increased use of digital learning tools, which has strengthened students' engagement and academic outcomes.

Another important part of the project has been the implementation of the United Nations' Sustainable Development Goals in teaching, with a focus on: Goal 3: Good Health and Well-being Goal 11: Sustainable Cities and Communities Goal 13: Climate Action Particularly, climate action has had a significant effect on the participants' teaching practices, where 67.9% of respondents indicate that the topic has been of great importance.

The project has also included teaching about the rights in the Convention on the Rights of the Child, particularly: Article 13: Freedom of Expression Article 42: Knowledge of Own Rights These have had the greatest influence. 82.1% of participants indicate that working with freedom of expression has been an important part of teaching.

Sustainability has been another central part of the project. Here, recycling (89.3%) and better utilisation of seasonal fruits and vegetables (53.6%) have been among the most significant topics. The evaluation shows that sustainable initiatives have increasingly become a natural part of schools.

A crucial dimension of the project has been the use of eTwinning, which has served as an important platform for collaboration between the schools. eTwinning has created a unique opportunity for students to get to know each other better, share experiences, and gain a deeper understanding of both similarities and differences in the various cultures in the European Union. Through this collaboration, students have developed a greater intercultural understanding and gained a more nuanced insight into each other's lives and school culture.

As part of the project, students at all the involved schools have also written physical letters to each other. These letters have created a more personal and meaningful connection between the students, which a digital message would not have been able to provide. Many of the students have expressed that this way of communicating gave them a different and deeper understanding of each other. This has contributed to strengthening both social and cultural bonds between the participants and has been an important element in the project's success.

Participants generally assess that the project has had great significance for both teachers and students. 60.7% believe that the involvement of school leaders has contributed very positively. 67.9% assess that the experiences gained will be highly beneficial in the future.

This evaluation clearly demonstrates that the Erasmus+ project has had a profound impact on the participating schools' teaching. Both technology comprehension and sustainability have been strengthened, and schools have gained new perspectives on how they can develop their pedagogical practice. The collaboration between countries has shown that knowledge sharing across borders can create lasting changes and improvements in teaching.

This project has not only benefited the students but has also contributed to the development of teachers' competencies and the overall teaching practices of schools. Future Erasmus+ projects will be able to build upon the experiences and results that this project has created.