Report of the Fifth Transnational Meeting for Coordinators

27th - 31st March 2019, Ljubljana

Erasmus+ KA2 Strategic Partnership
2017-1- IT02-KA201-036777

Work discussion **A**pproach in primary schools
Teachers observe **CH**ildren

Fifth Transnational Meeting Programme

28/03 9:00 Welcome

9:30 Third Phase of the Fairy Tale Action: the experience in the classrooms - Teachers

10:30 *Coffee Break*

11:00 Third Phase of the Fairy Tale Action: the work discussion groups - Psychotherapists

12:00 Analysis on the Application of the Work Discussion Methodology - Scientific Coordination Board, EDUlab

13:00 *Lunch in Primary School Vič*

Free afternoon: Departure to Slovenian Coast

29/03 9:00 Welcome

9:30 Managing our KA201 Project (Budget,Timesheet,…)

11:00 *Coffee break*

11:30 The Final I.O.: Coordinators contribution

13:00 *Lunch in Primary School Vič*

Free afternoon: Sightseeing tour in old part of Ljubljana
(ancient Emona etc, Tri muhe Fair Trade shop etc)

30/03 9:00 Welcome

9:30 Dissemination of Project Results: The Final National Events

10:30 Europass Mobility: a useful tool for recording the skills acquired in another European country

11:30 *Coffee Break*

12:00 Final Remarks and Evaluation of the Transnational Meeting

13:00 *Lunch at Pizzeria Azur*

Free afternoon: Visit at Lake Bled

28/03

Introduction

The "Fifth Transnational Project Meeting" was organised by Ošnovna Sola Vič and was held in the same school. It has been planned together with the "Third Learning Activity" of the teachers in order to give some core information both to the teachers, the psychologists and the coordinators. The programme of the two actions has then common parts and specific ones.

The participants at the fifth meeting TPM were:
Monica Malfitano, Annunziata Punzo, Gemma La Sita, Patrizia Picardi, Carmine Ciannella, Stefania Ciannella, Valdek Rothma, Jelena Zhilkina , Laura Arman, Lidia Sabo, Robin Dewa and Anja Ibrčič.

9:00   Welcome from the School

A warm welcome to the partners was given by the teachers and the children of the classrooms involved in the project. The pupils sang and danced for us!

It was very nice, they were expecting us and were very well prepared also to say something in our languages.
It was a pity to leave them and starting our meeting!

9:30   <u>Third Phase of the Fairy Tale Action: the experience in the classrooms</u>

The project manager Monica Malfitano thanked the Local Coordinator for his hospitality and asked to the participants to refer about the third phase.

The Romanian team started underlying that the third phase was easier to apply. Pupils used the cards and were helped by the information written on the cards. The children were able to express their preferences by choosing the color of the card and they were all involved. Even the production of puppets involved everyone. Furthermore, for the performance all the classes were involved together (different ages), which did not happen in the other two phases where the classes worked separately. Older children showed more competition but in the 8-9 year-olds class the situation was more peaceful. Instead children with special needs were able to play, along with puppets, together with other children, which was not obvious.
In this third phase all the figures involved in a school were engaged in their different areas dealing with creativity, manual work, art. A true cooperation at various levels that helped to overcome even some difficulties.
Pupils made a performance with the puppets and even the parents were involved but with the older children some of them showed jealousies: "Why didn't my son make the main character? Why..."

The Scientific coordinator invited then to reflect on the different behaviours according to the different ages because, in the material read, he saw differences between younger and older children. Fairy tales highlight these dynamics (competition, envy, etc.) and so there is the possibility of elaborating them. In real life these dynamics are experienced directly even at school; in this second case they are more difficult to manage.

He also pointed out that fairy tales help to reduce confusion: they divide the good from the bad in a clear manner. In some reports of Romanian colleagues he noticed that this happens even with colors (for example, black is used for the bad, green for vouchers, etc.). In other situations the distinctions between male and female roles is preferred with a clear difference between what the boys do and what the girls do. If children need clear distinctions to get out from a complexity that would confuse them, they must also be gradually helped to accept that reality is not so clearly decipherable. He also observed how children often used things brought from home. This shows their need to integrate the two worlds more: school and family. They put personal elements and this seems to show that teaching and learning do not only include teacher and student.

The Romanian team underlined however that all the choices were made directly by the children, who were not guided in this at all.

It was the turn of the Estonian team who referred that in some cases, especially with teachers who used traditional teaching methods, children took over the reins of work while playing with the cards of Propp. As a matter of fact in occasion of the first time they used the cards, a child took over from other classmates becoming the leader…. and in the fairy tale the "villain" was represented with the teacher.

During other occasions of playing with the cards children participated more actively, creating more "common" stories. The performances of them with the puppets did not all come out very well.

In consideration of the age of the children the behaviours were different.

In the performances the younger children were less creative than the older ones, they followed the story. The older ones let themselves be carried away, enriching the original story.

The novelty of this work was that it led to a more active participation of children who found themselves to be not only listeners but also protagonists.

They also tried to organise a common performance, together all the various classes that usually work as small independent islands, but it did not work as expected. Also the parents were invited.

However, considering that Estonian people are very introverted, this method helped in any case children to come out and get involved … to open up.

The use of fairytales in the Italian school was a very positive experience beyond our expectations.

At first teachers had many doubts, because they thought their pupils were too old for performing fairytales, but later they realized they were enthusiastic of their job and worked with determination.

Through this pupils talked freely about themselves, they identified themselves into the characters they created; they could in fact become whatever they wished and could also solve all problems.

Fairytales were then useful tool to improve children's self-confidence in order to face real problems they can live at school or at home.

Moreover, teachers had the possibility to give them the right tools to improve their imagination and creativity. In this way they could understand and overcome sad topics such as evil, abandonment and death and this was the problematic aspect of the third phase because some children expressed what they live in their families (violence) also in the classroom.

From this experience many children's fears came out. They opened up showing what they live in their real life (these children live in disadvantaged environments).

They showed their aggressiveness that was not creative but destructive. These children were not collaborative, on the contrary they create problems in carrying out the work in the classroom which had some delays.

From these fairy tales, moreover, differences emerged between small children who have many requests to whom the teachers seem to go willingly, and older children who take a more aggressive, provocative attitude, to defend themselves (they go from being victims to aggressors; they become themselves violent so as not to remain in a position where violence can only be suffered).

Anyway this third phase was easier because it was characterized by greater collaboration that led to greater complicity and to an improvement of the relationship with pupils

The Slovenian team implemented the project in different ways and there have been many advantages regarding also the interaction between the pupils.
In creating fairy tales with the cards of Propp, the boys were more creative. The disadvantaged children were more relaxed because they could express themselves better. All the children were happy to represent the fairy tales, and they were involved both in the classroom and at home.
The only problem is that not everyone has been able to represent fairy tales because there has been no enough time.

11:00 Third Phase of the Fairy Tale Action: the work discussion groups

All the psychotherapists are invited to give a feedback of the work discussion groups during the third phase.
The Romanian psychotherapist said that even the Work Discussions of the third phase were more relaxing. When some teacher showed concern or anxiety, the others recognized themselves and shared their anxieties and concerns. Moreover the teachers realized that even for them the tasks were difficult; so they identified themselves with children, with their fears to face new subjects.

The Scientific Coordinator noted, from the reports, that with the use of Propp cards the younger children were stimulated too much. This tells us how each job must be "calibrated" based on age. In the Italian group he saw that the teachers have encountered difficulties in managing too many things that came out from the work with children. Sometimes, especially with the little ones, a lot can become too much. On the one hand the work of the teachers was very rich, but on the other hand they felt the tiredness to manage all this.
With reference to the reports produced by the Estonian psychotherapist it was necessary to translate them from Russian to Estonian and from Estonian to English and we hope that there is not only some inevitable loss in these translations (cited by Lost in Translation of Sophia Coppola), but also an enrichment (in the exchange of ideas and comparison between cultures).

The Scientific Coordinator emphasized, then, that the psychotherapist, in her contributions, notes a tension between what the school asks the teachers (to produce results) and what the project requires (to stimulate creativity in children). It is necessary to bring these areas closer together; this split is a bit artificial, in reality the two things are not so separate.

The Estonian Psychotherapist pointed out that she does not work in the school, but this is not a bad thing because there is no involvement, she can maintain an external point of view. She has observed a certain distance between teachers and children, probably teachers want to keep precise roles to respect.

It is interesting that in a story a child identifies the teacher with the negative character. This could mean that for the child the adult is a threatening figure; but already in the moment in which he can freely express this fantasy, this thing is resized in his imagination.

This is a good example that sometimes the class experiences in particular moments, when it has some emotional and relational problems to deal with, these problems can be often represented by invented stories.

There is also a fairy tale that seems idyllic (made by a class with only seven children). However, it is told that the protagonist reaches the wonderland in a basket of dirty clothes. Perhaps this indicates some hidden problem, that some negative emotion is present and not all is ok.

It is referred that on Friday one of the Learning activity for the teachers is a simulated discussion starting from an Estonian report.

The Scientific Coordinator, who is also the psychotherapist conductor of the Italian work discussion groups, referred that the Italian teachers carried out a very difficult task because they work with children who have both emotional deprivations (but also material ones) and social problems. Fairy tales highlight their fears. The orc represented is not only the evil figure of fairy tales; sometimes it is a real figure (a violent and / or abusive father).

In many cases, the removal from the families are not just fantasies (which fairy tales deal with), but are actually lived out.

Teachers are also a point of reference for parents who have probably been emotionally deprived themselves when they were children.

The Slovenian Psychotherapist intervened by saying that this project was helping the school teaching method and, as also underlined by the Scientific Coordinator, that it was also encountering resistance: when changes in the teacher-student relationships occur, one can feel displaced and can take refuge in established practices. The Scientific Coordinator noted from the Slovenian reports that the psychotherapist has supported teachers very much, especially those who felt frustrated in not understanding what was happening.

Further to the observations underlined in relation to the experiences reported in each school, the Scientific Coordinator highlighted the work done by the Slovenian psychotherapist who supported the teachers from the outside, encouraging them to find solutions, to give value and meaning to what was produced even by the little ones, even if that did not correspond to the teachers' expectations: this is an important point.

Of course teachers were looking for a "nice" result of their work, while they have been helped not to focus only on the good or bad result, but on what came out from this work, even from an emotional point of view . "Nothing is perfect" like a fairy tale (invented by children) in which the princess was forced to marry a prince she did not like. This project does not even ... but there is the risk of imagining a perfect work tool, like the charming prince.

Some questions arose: It could be a good idea to have a one-to-one relationship with the psychotherapist, after the group discussion with the teachers? It is possible to add other types of intervention to the methodology?

The Italian local coordinator intervenes saying that in their school there are psychologists who help to manage the most problematic children, but this does not coincide with the setting of WATCH who wish to support the teachers in their difficult work.

We may not like the tool that was made available to us; let's imagine that other things work better. Often, for example, it is thought that psychologists have the magic wand to solve all problems (cites a report from Romania).

Our methodology focuses on observing and trying to decipher the process (the dynamics) that leads children to produce something, not their final result. Even in the fairy tale it works like this: the final part: "And they all lived happily ever and ever" is the most banal and perhaps disappointing part. The interesting and adventurous one concerns the path, the carrying out of the events that lead to the happy ending!

The theme of evaluation is a peculiarity of many school dynamics (not only between teachers and students): identifying something that should be modified was experienced as an unquestionable negative judgment on the work.

From another point of view, recognizing things to be corrected - even if subjecting us to discomfort and fatigue of reviewing "our" work - could not have a negative connotation, but allow us to improve the work, reduce some unproductive tensions and obtain the maximum possible from the resources deployed by the project.

For this reason, it is necessary to pay particular attention to helping teachers not to think in terms of good or bad reports, good or bad classes, good or bad fairy tales, good or bad discussion groups.

We feel that this effort allows us to use also the moments of tension and difficulty lived by the group, making them even useful for understanding some specific dynamics.

9:30   <u>Managing our KA201 Project (Budget,Timesheet,…)</u>

In consideration that we will talk about the organisation of the events for the dissemination of the project results, it is necessary to give a look to the budget item dedicated to this.
What kind of expenses and how those must be justified was some questions from the local coordinators.

The transnational coordinator clarified that the amount should be used for all the organisational aspects related to the event: i.e. rent of a conference room, production of graphic material (poster, leaflet, …), realization of gadgets, production of dissemination videos, organisation of a buffet …
Regarding the graphic material we have to insert the logo of the project, the logo of each partner and of the EU specifying that the project is funded under Erasmus+.
The local coordinators are invited to verify that in the virtual shared folders there is a good version of the logo of their school. The Applicant will verify the presence of the EU correct logo.
It is necessary to disseminate the event with the right channels in order to have a large audience of at least 50 persons as foreseen in the project. It is suggested to invite schools, managers, local associations, representatives of the municipalities, psychologists, … etc. It will be necessary to collect the information of the participants who will be registered at the beginning.

It could be a good idea to invite the applicant to give an additional value to the event, but this is up to each host school and for this specific expenses should be used the budget item "project management and implementation".

The Romanian coordinator refers that she used part of that amount for the participation of Watch to the national competition for the Erasmus projects with Romanian partners. She paid the graphic material (roll-up, etc.) and also the trip to participate. This was the occasion to talk again about all the documents to be produced for showing the evidence of the expenses and the work done.

With reference to the expenses for the TPM in the Partnership agreements it is established those are payed in advance by each host partner. A balance between what spent and what is in the budget will be done at the end and the last payment will take into account these calculations.
It was clarified again that the timesheets are for the teachers and for the work done outside the classes to produce the reports, for the Work Discussion and to work at the IO. Timesheets are not for coordinators.
The project manager and the Italian local coordinators then referred about the meeting organised by the Italian Erasmus National Agency in February and attended by many Italian applicants where they described all the work done.

11:30 <u>The Final I.O.: Coordinators contribution</u>

After the three phases of experimenting the application of the methodology it is now the time to define the publication with the results.

The Scientific Coordination Board is already working on it and it is necessary a contribution by all the coordinators and the psychotherapists. Contributions from the teachers regarding the experiences made, are not compulsory but very welcome.

It is then suggested that for achieving the final output of our project each partner should send, not later than May the 10th what the following documents:

- a preface by the Coordinators (about 2 pages) with
    - a general description on the context in which the methodology has been applied/tested (also from the cultural point of view);
    - a vision about the effects of the methodology on teachers.
- by psychotherapists (about 6 pages) with
    - scientific conclusions and deductions about the application of the W.D. methodology in the school.

The scientific coordinator added that the work should be structured taking into account the two project pillars: Work Discussion and Fairy Tales. He will send to all the psychotherapists and coordinators the analysis on what came out from the discussion groups. He also says that reading the material produced by members of other countries can be useful for producing the own personal contribution to the IO. Please refer to the dropbox or google drive virtual folders for finding all the contributions that will arrive and for any interesting project document.

The transnational coordinator presents then a possible title to give to the Final Output: "Work Discussion Approach as good practice in primary schools"; it likes to all the partners. The same title should be given to the National Events.

EDUlab will send to all the partners the content of that web page and all the partners will provide soon a translation in their own language.

The Romanian local coordinator asked then if the project foresaw any other kind of work to be done in the classroom, but she was answered that, with the end of the third phase, no other activity was planned inside the classrooms, the month of April will be dedicated itself to the work of producing the I.O.

It was then planned the date for the last meeting. The first week of July seems to be the most appropriate from Wednesday 3 to Sunday 7 July… considering the budget … an additional day for exchange of cultural activities can be foresaw.

9:30   <u>Dissemination of Project Results: The Final National Events</u>

We already anticipated something about the national events which are planned to be organized in May.

Efforts must be directed to involve a large audience involving other schools, educational institutions, interested associations, psychologists and other stakeholders for a good project dissemination that is an important part of the project to be duly cared.

The Italian National Event will be the first and all the graphic material designed and used will be than shared. Further to this the Italian event will be diffused in streaming and recorded. The address of the page for the streaming section will be diffused through the communication channels normally used by the school. Even the partners are invited, not obliged, to act in a similar way and adapt the graphic choices to their peculiarities.

Considering that the main aim of the multiplier events to be organised is the dissemination of the Intellectual Output, the events could have the same title of the final publication: "Work Discussion Approach as good practice in primary schools".

It will be fundamental that during the event each school has to refer to the project website where a specific page will be dedicated to the Intellectual Output.

It is necessary to disseminate that the Intellectual Output will be available in all the languages of the partnership and that can be downloaded through the appropriate web page which web address, different for each language, will be publicised.

It was this the occasion to remember to check all the project web site pages and to translate what is still missing.

It is compulsory to register the participants, from this the approval of the related funding derives. EDUlab will prepare a format to be used in the framework of each event.

We must pay attention that in the second part of May there are also the European elections and some schools will be closed, it will be then preferable to hold th events either before or after the European elections.

The Romanian coordinator intervenes saying that she wants to prepare a booklet with all the material produced in the three phases.

It is on behalf of each of us to define the right tools to be used and distributed.

The partners are also invited at thinking at unforgettable gadgets to be distributed!

10:30 <u>Europass Mobility: a useful tool for recording the skills acquired in another European country</u>

The transnational coordinator introduces Europass and the different kind of certification available.

It is an added value to apply for certifying the mobility done by the teachers in occasion of the Learning activities: not mandatory but an additional element that can be useful as it reports the various experiences made (linguistic, organizational, communicative, etc.).

Each country has to refer to its own Europass national office to apply for the certification of the mobility of their teachers.
It cannot be done by the applicant for all the partners. EDU lab will care the certification of the Italian teachers and it is available to give support to all the other schools.

After having examined all the foreseen procedures and having analysed all the information to be inserted in the certificate, the coordinators have been invited to proceed with all the necessary steps as soon as back home!

12:00 <u>Final Remarks and Evaluation of the Transnational Meeting</u>
     <u>Guided by Monica Malfitano and Patrizia Picardi</u>

Each participant received the following questions:

Please insert your comments regarding 1. Organization, 2. Contents, 3. Quality and 4. General impression about the Transnational Meeting

1. Meeting organization

1.1. Meeting organization: Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.2. Meeting organization: General organization during the meeting
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.3. Meeting organization: Duration and timing of the meeting
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.4. Meeting organization: Domestic arrangements (accommodation, meals etc.)
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.5.Meeting organization: Any other comments, suggestions for next meeting:

2. Contents of the meeting

2.1. Contents of the meeting: Effectiveness of topics
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.2. Contents of the meeting: Effectiveness of activities
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.3. Contents of the meeting: appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.4. Contents of the meeting: Mutual understanding among partners about the project and the event rationale and the short term and long term objectives of the event
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.5. Clear evidence in the event programme of real synergy with the overall objectives of the project
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.6. Contents of the meeting: The meeting has satisfied the overall aims of the project
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.7. Contents of the meeting: The meeting has satisfied my personal expectations
1 Very Gury Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.8. Contents of the meeting: Any other comments and suggestions for next meeting

3. Quality of the partnership

3.1. Quality of the partnership: Effective communication amongst partners
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.2. Quality of the partnership: Development of trust and positive attitudes
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.3. . Quality of the partnership: Commitment to the project by each partner
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.4. Quality of the partnership: intercultural interaction
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.5. Quality of the partnership: Any other comments and suggestions for next meeting

4. Quality of the project management

4.1. Quality of the project management: All the information (about tasks, material for the meeting, etc.) received before the meeting from the coordinator
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

4.2. Quality of the project management: Monitoring and Evaluation of the project coordinator and introduced to administrative staff
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

4.3. Quality of the project management: The project partners are made aware of the administrative structure of the project
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

4.4. Quality of the project management: The extent to which the collaboration among partners has been facilitated.
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

4.5. Quality of the project management: The extent to which each partner contributes to the event
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

4.6. Quality of the project management: The evidence of partners sharing roles and responsibilities during the event
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

4.7. Quality of the project management: Any other comments and suggestions for next meeting

5. General impression

5.1. General impression: My general impression of this meeting is …
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

5.2. General impression: Please write at least two strengths (positive aspects) of this project meeting. How do you feel now about our partnership? Positive aspects:

5.3. General impression: Please write at least two weaknesses (negative aspects) of this project meeting. How do you feel now about our partnership? Negative aspects:

Results of the final evaluation of the TPM

1. Meeting organization
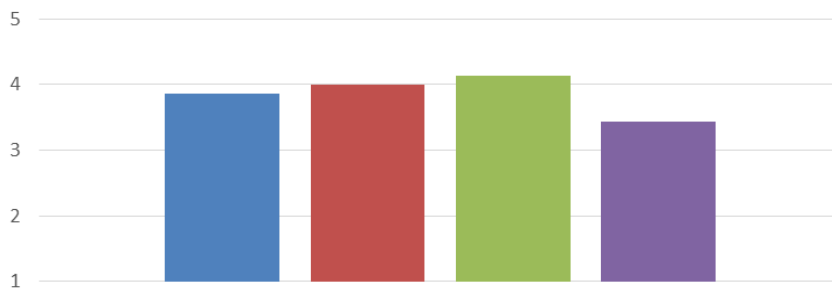
- ■ 1.1. Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time
- ■ 1.2. General organization during the meeting
- ■ 1.3. Duration and timing of the meeting
- ■ 1.4. Domestic arrangements (accommodation, meals etc.)
- ■ 1.5. Any other comments, suggestions for next meeting:
    - Hotel nearest to the city center
    - a more comfortable location and more central
    - a very good meeting organisation
    - accommodation closer to the interesting places
    - concentrate activities in fewer days
   - maybe some more free time (for example working, to be online with colleagues at homeschool)

2. Contents of the meeting
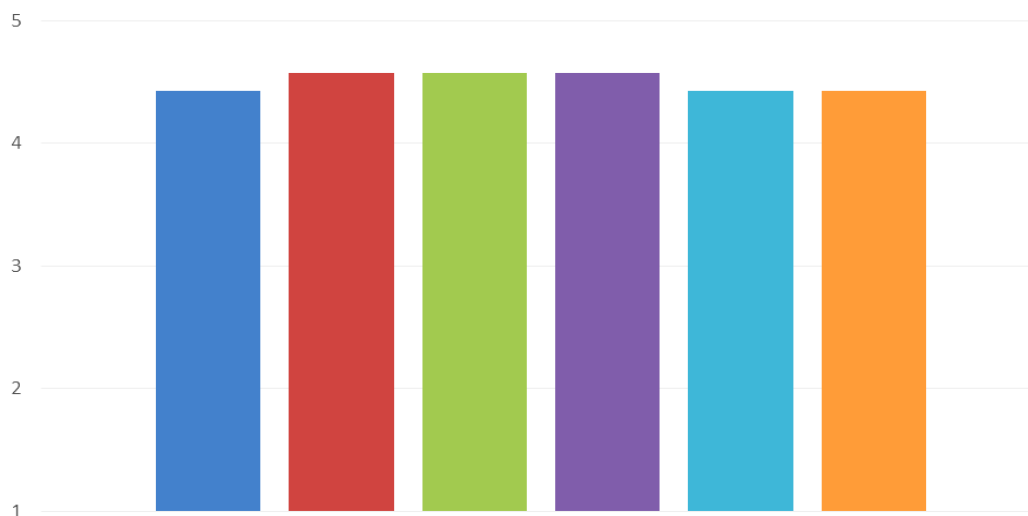
- ■ 2.1. Effectiveness of topics
- ■ 2.2. Effectiveness of activities
- ■ 2.3. Appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales
- ■ 2.4. Clear evidence in the event programme of real synergy with the overall objectives of the project
- ■ 2.5. The meeting has satisfied the overall aims of the project
- ■ 2.6. The meeting has satisfied my personal expectations
- ■ 2.7. Any other comments and suggestions for next meeting
    - well done. Location of meeting could have had a wi fi connection
    - a good synergy with the aims of the project
    - the contents were very important for the project -> to clarify every step we should take
    - it was very good that we waited missing colleagues before going on- for common understanding; to have clear and some info in all group

3. Quality of the partnership
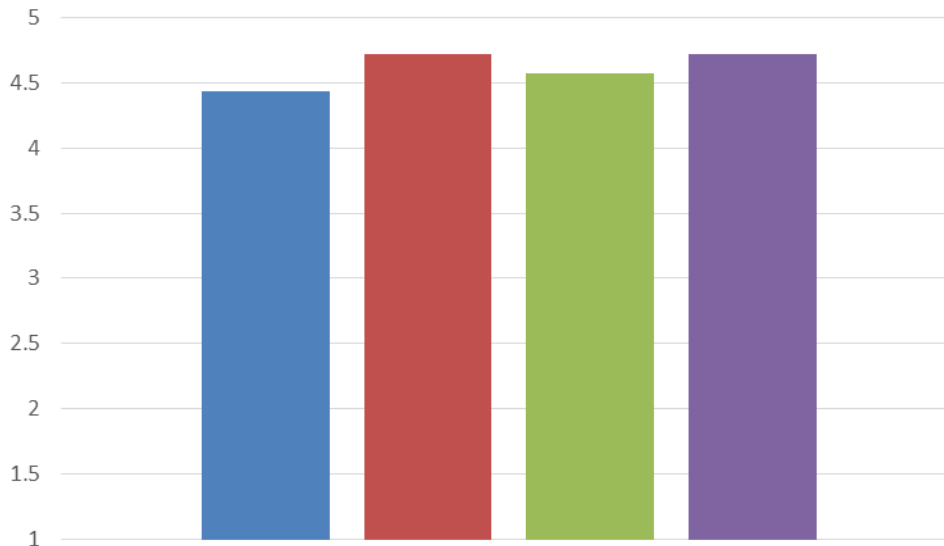
- ■ 3.1. Effective communication amongst partners
- ■ 3.2. Development of trust and positive attitudes
- ■ 3.3. Commitment to the project by each partner
- ■ 3.4. Intercultural interaction
- ■ 3.5. Any other comments and suggestions for next meeting
    - surely a very good interaction among all the partners
    - I would like to see more from the working process from the other schools (videos and pictures from classes)
    - very good way is all the time of meeting to have reflecting discussions everybody's thughts feelings etc have to be shared for going forward as great partners as us mean

4. Quality of the project management
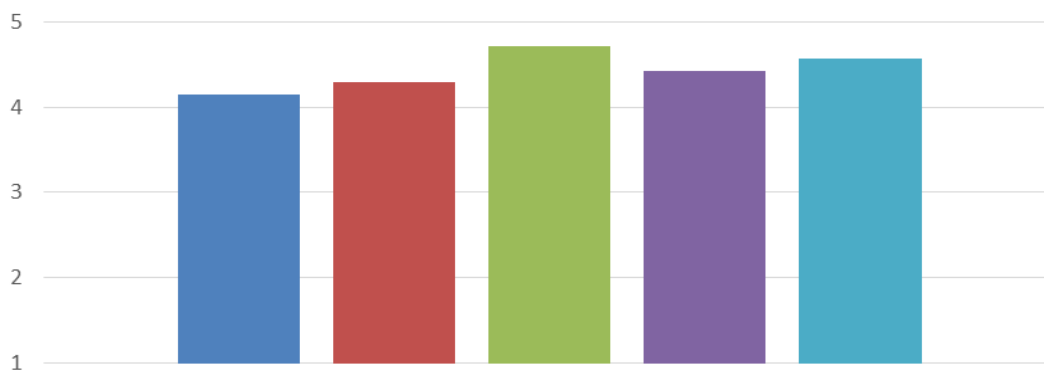
- ■ 4.1. All the information (about tasks, material for the meeting, etc.) received before the meeting from the coordinator

- ■ 4.2. The project partners are made aware of the administrative structure of the project

- ■ 4.3. The extent to which the collaboration among partners has been facilitated.

- ■ 4.4. The extent to which each partner contributes to the event

- ■ 4.5. The evidence of partners sharing roles and responsibilities during the event

- ■ 4.7. Any other comments and suggestions for next meeting

    - everything is very well organised
    - this was great experience for me … after long time I joined this kind of international project and working together. Everything was really fine

5. General impression

- 5.1. My general impression of this meeting is …
  The Average of the answers was 4,6 between High and Very High

- 5.2. Please write at least two strengths (positive aspects) of this project meeting. How do you feel now about our partnership? Positive aspects:
  - good relationship among partners, good feedbacks for further projects
  - good interaction among the partners; positive proposals; high level of project management
  - we learn from the other school partners what can we do in a similar case
  - we can share our fears and we discover we feel better after talking to other people in similar position
  - I'm very glad that Estonian team got deepen in the project, they have been more involved in the meeting activities and they gave a great contribution to the project
  - I'm very glad to be in, to be part of the group. It is very needed to have real contact,, not only name or names
  - feedbacks got was very useful and positive that we have some common understanding what/when/how.. We work and why we have this project

- 5.3. Please write at least two weaknesses (negative aspects) of this project meeting. How do you feel now about our partnership? Negative aspects:
  - accomodation
  - no wifi in the meeting room
  - critical point was the distance of the accommodation
  - we've loved everything
  - I joined very late the project and all the group and had few time for preparing the work together as we lost time we did our job too quickly