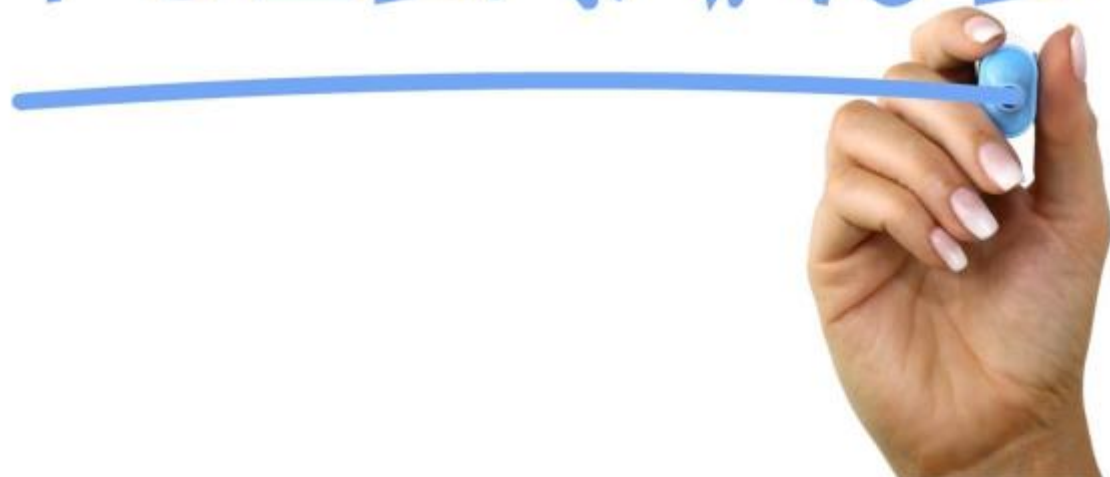


TOLERANCE



Peer Impression



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Υπουργείο Παιδείας και Θρησκευμάτων

1 - 3rd Junior High School of Charilaou





Erasmus+



2 - In Ismir,



3 - the teachers of the partners met under the umbrella of the LTTA. As one of the main actors who directly are involved in the project, they established group synergy, to discuss and got clear decisions on timeline of the two years.



4 - We decided that this first activity should be set in Turkey due to the fact that their organization regarding pupils' counseling and their teacher's experience in the purpose of achieving a 'tolerant school' is the most appropriate for the needs of the partner schools.

The topic is tolerance and to achieve the level of better understanding, appreciating-respecting and loving other cultures, all we need is to get to know them better. A direct contact with people who are coming from different cultures/countries, people from other European cultural background, and furthermore working together to create tangible outcomes, gives great important value to the learning process followed to achieve the Project objectives.

The methodology-approach we chose to implement during the short-term exchange meetings promoted respect, social interaction, nondiscrimination, diversity, multiculturalism, solidarity and friendship.

The methodology we intend to apply in our project is based on the desire to deepen tolerance, mutual understanding, develop skills, prepare pupils to be good young citizens of the European Union, and expand students' creativity. The LTTA will run activities according to the FFM (five factor model methodology): openness to experience, conscientiousness, extraversion, agreeableness and neuroticism.













Therefore, the teachers applied this methodology in the staff exchange: they developed a mini project throughout the week which based itself in the fundamentals of the FFM, experiencing their host daily school routine, analyze the similarities and differences, exchange practices and the outcomes resulted from team work and the participation in some of the activities that were done by the students throughout the two years (ex. Photo exhibitions, videos, language games, etc). In this first activity, the teachers were involved in the normal activities of the host.

Participant teachers enhanced their reviews, were extra motivated to run the project. They discovered the culture through their hosts' eyes, broadened their cultural understanding, improved language skills in English and in other EU languages, got familiar with other educational systems by attending lessons, and they could compare the programmed and level of studied school lessons.

The teachers also became aware of the other EU educational systems, school curriculum, managerial issues, pedagogical practice, European indicators that facilitate school success, methods of teaching, learning and evaluation and information regarding the cooperation with other educational institutions / parents associations.

The project represented in this way a chance to start long- term cooperation with the project partners.



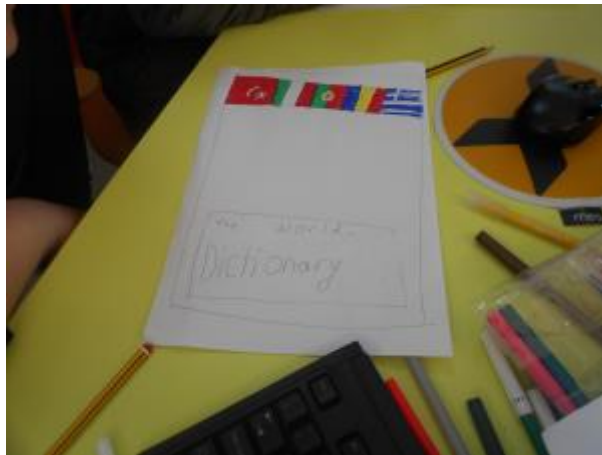
5 - In Horta, Faial, Açores

During this meeting the partners also assessed the project's results and activities and wrote a final report.

The participants developed their critical thinking and creativity through collaboration and communication. We intended to dispel misconceptions and support responsibility, confidence, initiative and competitiveness. The skills acquired throughout the project may help students in their career and make personal relationships which will last after the end of the project. The students certainly enlarged their knowledge on European culture and civilization and improved their English level. The teachers got to know other European school systems, curricula and acquired new teaching techniques which will improve their students' school performance. The entire experience will develop the participants' school and career success.



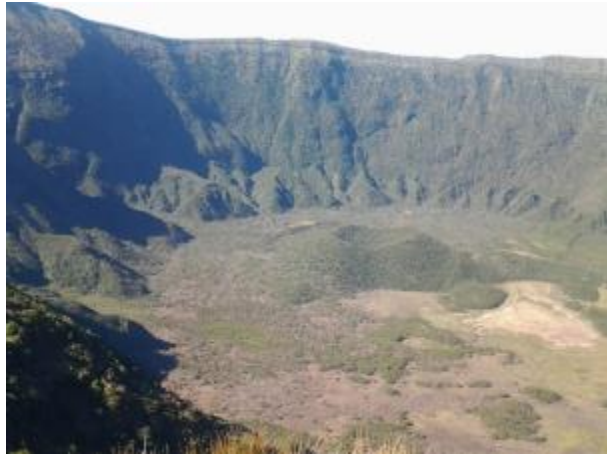












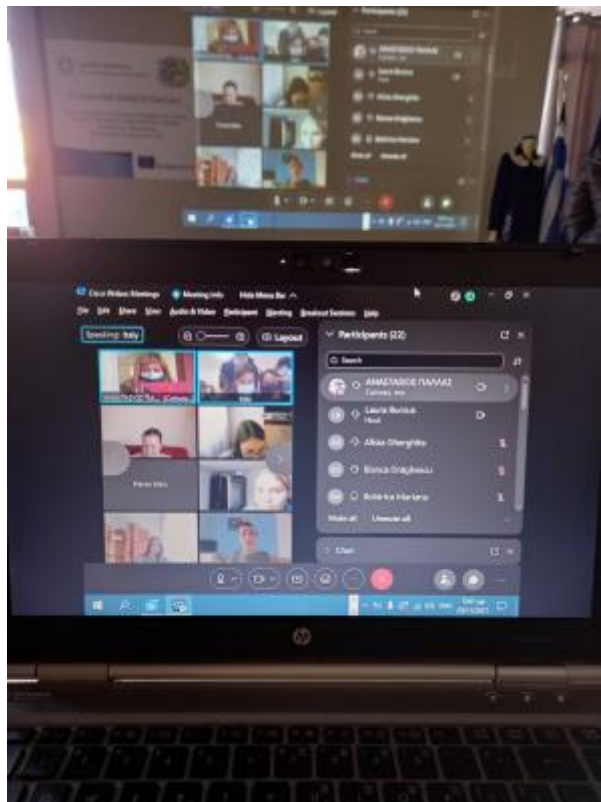


6 - In Greece

[In Thessaloniki](#)

[Our evaluation's padlet](#)















Participants from Italy and Romania enrolled the activity online to the implementation of preventive measures in their countries regarding Covid-19 pandemic situation.

The students got to know their peers through Instagram, before the meeting, exchanging cultural knowledge and answering the questionnaire about each other traditions. Through the organization of the flash mob and of the festival as common events for diverse cultures made them dispel misconceptions and support responsibility, confidence, initiative and competitiveness. The skills acquired during this week will later enlarge their knowledge on European culture and civilization and improve their English language level.



7 - [Agnone 3-9 April 2022](#)

In Agnone, Italy





An Erasmus+ Fair was organized where they tasted food from the diverse countries and cultural events occurred.

The participants developed their critical thinking and creativity through collaboration and communication. They dispelled misconceptions and support responsibility, confidence, initiative and competitiveness. The skills acquired throughout the project will help students in their career and make personal relationships which will last after the end of the project. They also enlarged their knowledge on European culture and civilization and improved their English level.

The teachers got to know another school system and curricula and acquired new teaching methods which will improve their students' school performance.









8 - A warm welcome!!!!

In Bucharest, Romania





9 - An Erasmus+ fair activity was organized





10 - The activities were designed according to the FFM (five factor model):

- *willingness to experience- students attended classes - the distribution was made according to the age and interest criteria. Most students preferred Physical Education, so the host school organised a sports event, where the pupils were able to play different games.*

- *conscientiousness: language workshop - students presented the printed dictionary they had previously created; they played the 'Good Vibes Bingo' created with the words from the dictionary, in order to learn words in other languages*

- *extraversion: team-building activities meant to make students to get to know each other and to have the sense of a team: the pupils went on a field trip to Comana Adventure Park and participating in the activities of the park they cerated team spirit, cooperation, helping each other to achieve their goals.*
- *agreeableness: students took photos using digital media and will used them for a photography exhibition, relating each picture to the words they worked on the dictionary. The work was displayed on the second calendar of the project.*
- *neuroticism: students created a common movie together called "Tolerance through my eyes".*



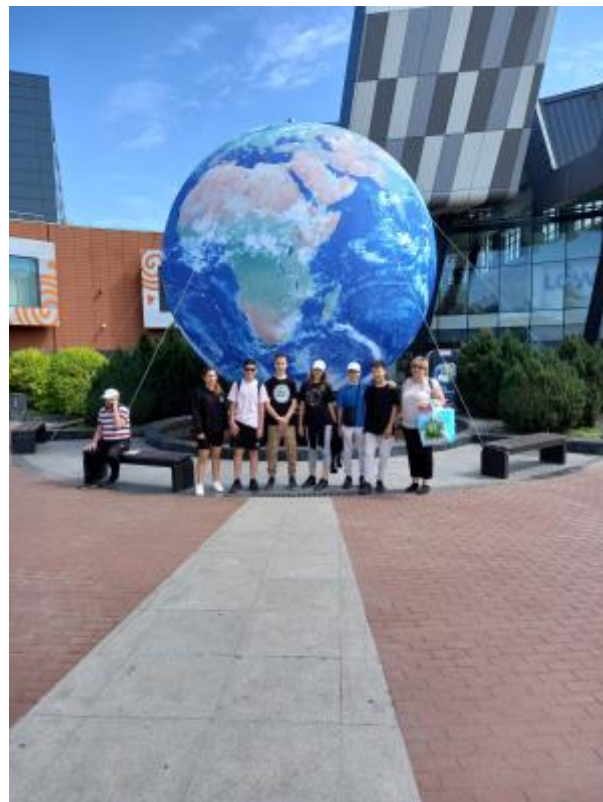




11 - Guided tour of Bucharest

In Bucharest, Romania!!!!





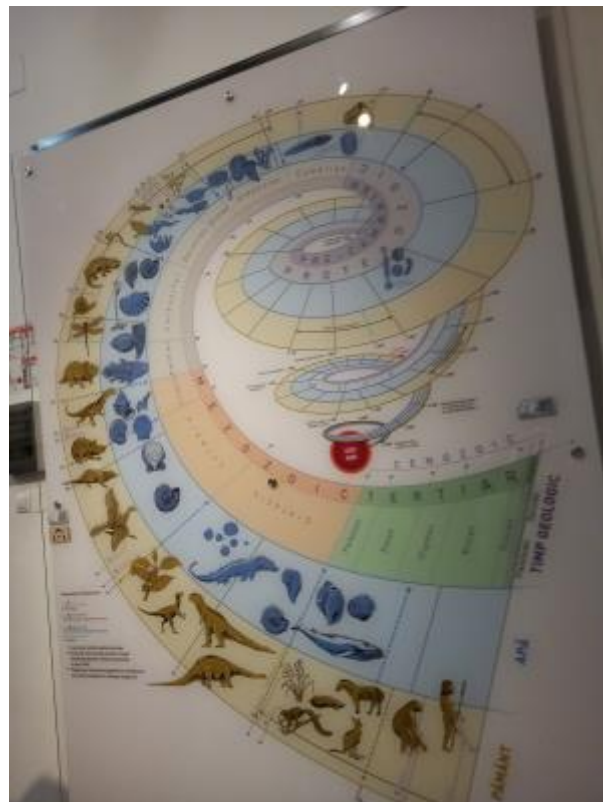


















12 - And the Village Museum









13 - Day trip in Bran!!











14 - During this event the participants tasted food from all partner countries, some local/ typical products were exhibited, and the participants also performed some traditional dances and songs.

















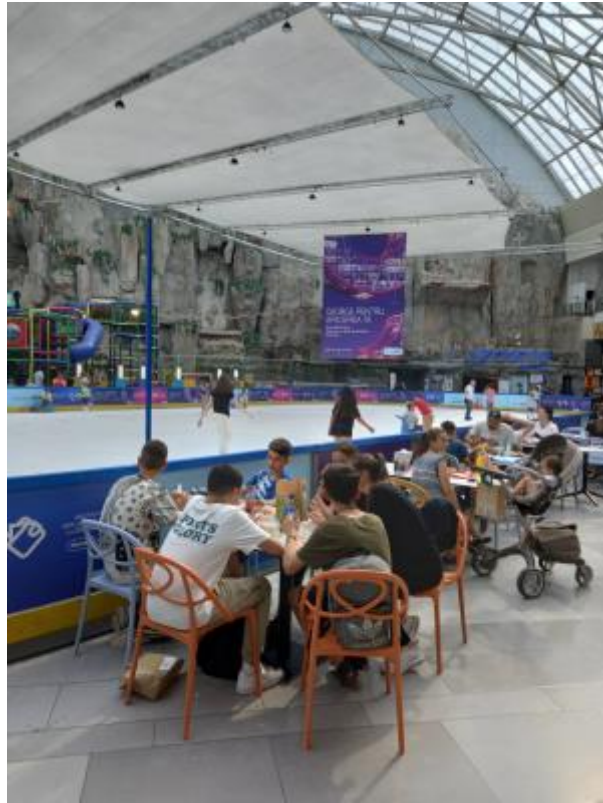


16 - Cotroceni Palace











17 - "The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



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