



## **Conclusive document of Erasmus+ project key action 2:**

### **Let's read again**

Two fabulous years of gaining new skills, motivated students and new friends characterized our Erasmus + project "Let's read again".

After having finished our project we would like to present our conclusive document. The first part is about the project and the second part is about organizational aspects of Erasmus+ projects and what it meant for us.

Our project "Let's read again" has been done by 5 participating schools from Denmark, Spain, the Czech Republic, Hungary and Germany, which has been the coordinating school.

In this project we aimed to strengthen the students' motivation for reading and to show them new methods for improving their reading skills. We wanted to reach this with the help of European literature and by introducing innovative teaching methods to teachers and students. We tried to combine the students mostly digital world with the world of reading.

Through working together in this project we have improved our teaching competences in motivating for reading and improving reading skills and opened up towards innovative education through the exchange of best practice which was introduced during the learning, teaching and training activities and has been trained at the partner schools. All teaching approaches were based on innovative methods including creative, personalized, cooperative, enquiry-based learning. The best practice we have introduced to students and teachers were: how to cope with less skilled readers; illustrating workshop ; writing workshop; reading counsellors; Kamishibai Theatre; reading night at school; role play; kahoot; RWCT; visual poems; silent movies ; creation of booktrailers; booktubers; working with reading supervisors and effective use of digital means for presentations like PowerPoint or movie maker.

During the different stages of the project we realized that it is necessary that teachers guide students in reading.

When planning the project, we expected the following results. We are very glad that we were able to reach the results and even more than we have expected before.

Our students learned more about their own national literature and literature from the partners' countries by reading a book from their country and making a book trailer from it in order to motivate other students to read this book. It helped them to be more creative and experience other cultures and other thinking by reading books from other European countries.



We expected innovative teachers' methods to be shared by learning new reading methods from all the partners, to improve test results, at least at our own schools. During the different stages of the project everybody was able to get something out of the project activities. At the end of the project all partners have a collection of best practice methods for reading and the students were able to work with new methods. At the different meetings teachers learned new methods they shared and used at their schools.

Practising the best practice during the meetings and at our schools showed that our students need and want better guidance for developing their skills by the teachers. By using innovative methods we showed the students that reading can be fun and they confirmed it through the way they enjoyed reading with the best practices.

We are still aiming to distribute the "best practice" to all literacy teachers at all the cooperating schools. The Danish partner has already done some presentations for teachers, the head of school and politicians. The other schools have shared it among linguistic teachers' meeting.

Our students should gain from the expertise from the libraries for example by helping finding motivating literature. They were part of the hosting in Spain and the Czech Republic in both years. In order to have a wide dissemination of our project idea, the Spanish did a book presentation in Biblioteca Bon Pastor.

The students' ability to make digital products has been improved during the reading process. They have learned how to create book trailers, silent movies and different digital presentations.

They experienced their skills in speaking foreign languages to discuss works that they have been reading, to communicate and to make friends with people from other parts of Europe.

Within the different activities and mobilities the students have improved their knowledge of other cultures.

The main part of the second project year has been the writing and illustration of the relay book. The students have been very good in developing their artistic skills in writing and painting. The result of their work is really outstanding. A fantastic European cooperation.

The project enabled the participants to experience intercultural learning on a European level. It helped the students to see themselves as Europeans. Due to the different project tasks, the participants were able to increase their reading and social skills.

The main result of the project is that our students have improved their reading skills, at the same time they enjoyed reading and felt very motivated during the different project activities and felt as a European among new friends.



When planning the project we were not aware that the students would develop such great artistic results like we have in the illustrations and cover of the book "This isn't a book". By writing the relay story the students learned how to make a story and a book. They were trained by professional authors and really enjoyed working with them.

Of course, the project partners hoped that the students from different countries would be able to work together, but the students showed so much ambition to cooperate with the other students even if the language caused problems and made tasks harder for them.

During the project there were 125 teachers and 370 students involved. We were able to interest many people in our project.

After the two project years we, as the coordinators of the project, are very proud of our project and the results the students and teachers produced and are surprised about the positive outcome and the benefit all the participants gained from the project "Let's read again".

Even if we are very satisfied that our project idea has worked out and that most of our aims have been reached and the students and teachers have been able to fulfil the tasks and had great results, having an Erasmus + project at our schools demanded much. We would like to discuss our impression in this conclusive document.

Due to the structures of a school it was not possible to compensate the extra work the realization of the project required. All the coordinators only had a small compensation like teaching half an hour less a week, which is just a very small amount of time the coordinators of each school needed for realizing the project. Of course, the coordinators enjoyed being part of the programme, but at several stages of the project it was so demanding doing so much work on top of the teaching and other tasks a teacher has that we were really exhausted. Some of the schools have a limited resource for substitutions. This leads to problems when teachers travel to learning, teaching, training activities or help when the school hosted guests.

When knowing that our project has been accepted in the year 2017 we were very glad about it. Four of the countries had started applying for this reading project in 2015 and invested hundreds of hours in finishing the application form. We think that the application and how it is structured requires too much too early. It is impossible to invest so many hours for planning a project with the probable possibility not to get it, which would mean a lot of wasted time some dedicated pedagogues invested for their students. Especially in comparison to the structure of the former Comenius project it is



extremely more work Erasmus requires from the applicants. Teachers are no scientists, no lawyers and no bank clerk. But all this seems to be needed in order to fulfil the project guidelines. You had to write a very detailed application with a project plan, evaluation strategies, cope with the budget and its guidelines and fulfil the contract with Erasmus. Maybe the European Commission should evaluate if the Erasmus concept could include some budget that can be used for the coordinators work.

We have experienced that having a project is very vulnerable because in most schools it is depending on the person doing it. If this person does not want to apply for a new project, most of the times there is nobody else who wants to do this kind of project.

Nevertheless, we are very thankful that we had the opportunity to work together in an Erasmus+ project key action 2 and were supported by the European Union. Having such a project at our schools caused great changes of our students' skills and attitude. They gained so much from the European project. Our schools and communities were open minded towards Europe and working together and developed a European dimension in our regions. So we are hoping that we will be able to be part of European projects in the future.