



## I.E.S. "Giner de los Ríos"

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# ERASMUS + KA229, “*The Power of Understanding*” SPAIN. IES GINER DE LOS RÍOS FINAL REPORT

## 1. The number of students and teachers involved

Students: 103

Teachers: 33

TOTAL PARTICIPANTS: 133

## 2. If worked in clubs or another forms of organization of the target group

SCHOOL ERASMUS GROUP (interdisciplinary team of teachers): meetings, study, decisions, creation, implementation and evaluation of Clubs, activities and methods. Selection of participants, diffusion and dissemination

CLUBS: participants, coordinators, collaborators, activities

MOBILITIES: participants, preparation, activities

## 3. What were your project's main achievements and results?

### RESULTS

- Clubs activities
- School logo
- Poster promoting Romania Transnational Exchange
- Presentation of the school and the country
- A play: Spanish fairy tale. The legend of the evil mole
- A calligram
- Making a poster for pollution awareness
- A quiz about the history of Lithuania by kahoot
- Creating the article-How participating in Erasmus+ project
- Playing Scavenger hunt
- Collaborative writing on Jamboard
- SPAIN Brochure
- The first European heroes: Ulysses presentations
- National heroes presentation
- Video on present héroes
- POSTER SPAIN video contest winners
- SAN ISIDORO podcasts and brochure
- European-ecology-map and eco-challenges, outdoor type of education of traditional embroidery and weavings.



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- Healthy habits presentation
- Video on National recipes
- Comments on every transnational exchange
- Magazine WORDS
- Article for the INTERNATIONAL SYMPOSIUM "INTERCULTURALITY AND TOLERANCE IN THE EDUCATIONAL ENVIRONMENT". "INTERCULTURALITY AND INTERNATIONALIZATION" (2 June 22) by Ana I. Ferreras Valladares, Project Coordinator
- Spain-evaluation and survey and questionnaires to check student's satisfaction, teacher's participation, etc
- Creation of documents: minutes, reports...
- Presentations, videos, podcasts QR codes, emails and chats, eTwinning, social media, blogs, web page, GIFs, posters

#### 4. Please explain to what extent the project results correspond to what was planned at the application stage and describe how they are linked to the project priorities

Dividing the students into smaller groups with similar interests and reading levels gives all students a chance to excel. The organization 5 clubs on different domains has been successful.

The results have been explained above and, as we can see, reflect exactly that everything which had been planned in the project application, **has been developed been successfully implemented..**

Regarding the project priorities:

##### GENERAL OBJECTIVE:

To improve students competences and level of understanding of literary and non- literary texts in order to raise their success rate and avoid early school leaving.

##### SPECIFIC OBJECTIVES:

- 1.To develop the understanding competencies of literary & non-literary texts in students/partner school
- 2.To form students/partner school, the ability to transfer the skills to understand the texts,in new contexts different from those studied,for everyday life
- 3.To improve the learning outcomes of students/ partner school
- 4.To raise awareness about the importance of understanding reading and developing critical thinking for lifelong learning
- 5.To develop students' cooperation an collaboration skills, tolerance and initiative, increasing self-esteem and motivation for learning, as well as friendship between pupils from partner schools



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We add an account of the main non-tangible results which reflect the objectives that students, teachers, school and parents have successfully achieved in this project and therefore have highly met the project expectations.

### ACHIEVEMENTS

#### STUDENTS:

- improved the understanding of literary and non literary texts, text selection and presentation skills
- became aware about the importance of understanding reading and developing critical thinking for lifelong learning and employment
- improved their use of the English language
- developed ICT competences
- raised awareness on (European) ecology challenges, environments, European and local traditions, history, citizenship, human rights, European literature,...
- developed cooperation, collaboration, tolerance and initiative, better self-esteem and motivation for learning
- developed friendship among the participants students and teachers
- got awareness of becoming members of Europe and of the European culture

#### TEACHERS:

- Enrichment of their teaching experience with new teaching methods, new extra-curricular activities in order to challenge the students to participate consciously in the learning act
- improve their communication skills in English and their experience in European projects.
- Development of ICTs communication: presentations, videos, podcasts QR codes, emails and chats, eTwinning, social media, blogs, web page
- improvement of teachers' skills in organization and implementation of international activities
- see other Educational Systems, learning from examples of good practice from the partner schools and implementing new ideas
- Improvement of teachers' knowledge about culture, history, traditions and habits of partner countries.
- Creation of a transnational community of partner teachers for future Erasmus and European project

#### SCHOOL:

- The internationalization of the school has become a fact
- The school management consider and help implement new strategies, new teaching and learning methods
- The interdisciplinary aspect has been widely promoted in the school
- Developing the capacity of schools to get involved in European projects
- The school image has been promoted at local, national and international level.
- The number of students enrolled has increased



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### PARENTS:

- better and more frequent collaboration with teachers for their own children's good
- school, teachers and students get more support from parents and become more involved in their children's learning process

León, 5 October 2022

Coordinator, Ana Isabel Ferreras Valladares