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Project Name: Echoes of Unity: Shaping a Diverse Future Through Educational Synergy

ACTIVITY 11

Final Activity Report

Integrated Reports for Completed Project Activities

Partner Countries: Spain, Italy, Finland and Türkiye

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1. Introduction

This final activity report brings together the completed ECHOES activities in one document. The project was built around the idea that tolerance, diversity, inclusion, participation, and intercultural understanding can become visible in everyday school life when students are given clear, practical, and creative tasks. For this reason, the report does not present the activities as isolated products. It shows how the work moved step by step from student reflection to classroom practice, school visibility, cultural exchange, and final documentation.

The activities were carried out across the partner schools in Türkiye, Spain, Italy, and Finland. Students, teachers, and school communities took part in different ways. Some activities produced books, posters, concept maps, displays, logos, and multilingual cards. Others focused on drama, recycled material artworks, cultural storytelling, school exhibitions, and practical teacher activities. Together, these activities created a broad set of project outputs that can be used for dissemination, school display, and future classroom practice.

The structure of this report follows the completed activities and explains each one in a connected narrative form. The required reporting information is included inside the text: where the activity took place, who participated, what was done, what product or output was created, and what learning result was gained. This format was chosen to avoid a mechanical checklist style and to make the report easier to read as a coherent project story.

Across the report, the activities show a gradual project logic. The Tolerance Book collected student voices and classroom products. The teacher activities turned values into practical lesson ideas. The information board and logo work made the project visible. Concept maps and exhibitions helped students organize cultural diversity. Drama, recycled materials, language corners, and storytelling then gave students more active ways to speak, listen, create, perform, and share. Activity 11 closes this process by bringing all these products together as a final report.

2. Completed Activity Reports

The following activity reports present the completed project outputs in the order of implementation. Each section explains the activity through a short narrative instead of using separate reporting boxes. The place, participants, action, output, and learning result are included inside the text so that the report remains both clear and readable.

Activity 1. Tolerance Book

The Tolerance Book was prepared in the partner schools as an early shared product of the project. Students and teachers collected classroom works about tolerance, respect, empathy, diversity, inclusion, and living together. The materials included drawings, poems, short reflections, slogans, concept maps, exhibition examples, drama references, games, arts and crafts, storytelling moments, and welcome activities. The work took place in school and classroom settings, where students could express project values through simple but concrete products.

The final output was a PDF book that organized student works with short explanations. This activity gave a base for the later project products because it showed the project values through student voice and visible classroom work. Students learned that tolerance is not only a general value to mention. It can be practiced through listening, helping, sharing, accepting differences, and creating a peaceful classroom atmosphere.

Activity 2. Practical Tolerance Activities for Teachers

This activity turned the values of the Tolerance Book into classroom practices that teachers can use. It was prepared as a teacher-oriented resource, using examples from partner school activities and real classroom situations. Teachers and students contributed through practices related to tolerance, empathy, cultural diversity, inclusion, cooperation, respectful dialogue, digital participation, cooking, movement, and group work.

The output was a practical activity file including at least eight classroom activities. Each activity included an aim, duration, materials, implementation steps, and expected result. The file helped teachers see how project values can be taught through daily actions, not only through explanation. In this way, tolerance became connected with waiting for others,

sharing tasks, listening before judging, supporting classmates, and working together with care.

Activity 3. Tolerance Information Board

The Tolerance Information Board was prepared in school display areas to make the ECHOES project visible in daily school life. Students and teachers used the project name, logo, slogan, student products, and messages about tolerance, peace, respect, cultural diversity, and inclusion. The board and related displays were created in partner school contexts and were seen by students, teachers, visitors, and the wider school community.

The output was a documentation file showing the information board and partner country examples. This activity gave the project a visible school space and helped connect classroom work with school-wide awareness. It also showed that values become more meaningful when they are seen, discussed, and repeated in everyday school environments.

Activity 4. Project Slogan and Common Logo

The Project Slogan and Common Logo activity was carried out in classrooms and school display areas. Students designed slogans and logos related to tolerance, cultural diversity, peace, respect, and shared values. Teachers supported the review and selection process, while student works were displayed together so different ideas could be compared and discussed.

The selected slogan, Echoes of Unity, and the common logo idea became the main output of the activity. Some non-selected student works were also included because they showed the wider design process. Through flags, hands, hearts, the Earth, stars, and shared colors, students represented cooperation between partner countries. The activity helped students understand that a project identity is not only designed by adults, but can be built with student participation.

Activity 5. Cultural Diversity Concept Maps

The concept map activity was implemented in partner school classrooms. Students worked individually or in groups and explored cultural diversity through ideas such as respect, tolerance, inclusion, identity, culture, empathy, equality, language, food, family traditions, disability, beliefs, nature, and peaceful conflict resolution. Teachers guided the process, but the maps were shaped by students own examples and connections.

The output was a PDF file with student concept maps and short explanations. This activity helped students organize cultural diversity as a connected idea rather than a list of separate examples. It moved the project from visible products to more reflective thinking, because students connected culture with communication, school life, friendship, family memories, local places, and respectful behavior.

Activity 6. Cultural Diversity Exhibition

The Cultural Diversity Exhibition was organized in school exhibition spaces and supported by activity examples from partner countries. Students prepared visual materials, objects, short texts, food examples, cultural symbols, photographs, and classroom products related to traditions, languages, local environments, and shared values. Teachers helped arrange the materials so the exhibition could be clearly understood by the school community.

The output was an exhibition documentation file with photographs and short explanations from Türkiye, Italy, Finland, and Spain. The exhibition made cultural diversity visible through drawings, food, movement, digital learning, local symbols, and everyday practices. It also connected student production with project visibility, showing that diversity can be learned through direct observation, participation, and shared school spaces.

Activity 7. Drama Scenarios

The drama activity was carried out in classrooms and school performance spaces. Students worked in groups to prepare short scenarios about cultural difference, empathy, exclusion, prejudice, discrimination, friendship, and respectful communication. Teachers guided the work, while classmates watched, discussed, or took part in the performances. The activity made social situations visible, instead of keeping them as abstract classroom topics.

The output was a Drama Scenarios file with scenario texts, themes, expected results, reflection questions, and country examples. This activity added an important layer to the project because students had to act from different points of view. They learned how exclusion can happen in ordinary school life, and how a situation can change through apology, listening, kind words, and inclusive behavior.

Activity 8. Artworks from Waste Materials

This activity was implemented through classroom production and school display work in Türkiye, Finland, Spain, and Italy. Students collected recycled or reused materials such as plastic spoons, bottle caps, cardboard, paper, fabric, stones, buttons, paint, glue, and silicone. With teacher guidance, they planned their ideas, arranged materials, cut, glued, painted, presented, and displayed their final artworks.

The output was a recycled material artwork file with country sections, photographs, captions, and product descriptions. The activity connected sustainability with the social values of the ECHOES project. Students learned that waste materials can be reused in creative and meaningful ways, while also practicing patience, planning, cooperation, and respect for different ideas. Environmental awareness and social responsibility were brought together in a very practical classroom task.

Activity 9. World Languages Corner

The World Languages Corner was prepared in classroom and school display areas of the partner schools. Students worked with multilingual words related to greetings, thanks, peace, friendship, respect, kindness, tolerance, love, cooperation, and inclusion. These words were written in different languages used by partner schools and school communities, then turned into cards, posters, and display materials.

The output was a documentation file with country sections and photographs of word cards, posters, and displays. This activity connected language learning with intercultural respect. Students learned that languages are not only tools for communication; they are also ways of carrying social values. By comparing simple words across languages, students developed curiosity about other cultures and a more positive attitude toward linguistic diversity.

Activity 10. Cultural Storytelling Festival

The Cultural Storytelling Festival was carried out in classrooms, school spaces, outdoor presentation areas, and exhibition settings. Students prepared and shared short stories, family memories, local traditions, cultural objects, food displays, visual materials, performances, and school presentations. Teachers helped students prepare notes, organize their materials, and present them to classmates or the wider school community.

The output was a Cultural Storytelling Festival file with separate country sections for Türkiye, Spain, Finland, and Italy. This activity brought together several project themes because storytelling included speaking, listening, memory, objects, performance, and cultural identity. Students practiced speaking in front of others, listening respectfully, and sharing cultural experiences without reducing them to stereotypes. It supported confidence, cultural awareness, and respect for diversity in a personal and direct way.

Activity 11. Final Reporting and Documentation

Activity 11 was prepared as the final reporting stage of the ECHOES project outputs. The work was carried out by reviewing the completed activity files and bringing them into one connected report. Teachers and project teams checked the activity products, organized the results, and prepared a common document that explains what was done and what kind of learning took place across the project.

The output is this final activity report, prepared with the project name, project number, partner schools, EU visibility statement, and CC BY 4.0 open license information. The report makes the completed activities easier to review because it presents them as parts of one educational process. It shows that the project results are not only separate files, but a wider school-based process built around participation, respect, inclusion, sustainability, language awareness, and cultural understanding.

3.Overall Project Result

The completed activities show that the ECHOES project produced a connected set of school-based outputs, not only a series of separate files. Students created books, posters, drawings, slogans, logo designs, concept maps, exhibitions, drama scenarios, recycled artworks, multilingual displays, cultural presentations, and final documentation. Teachers also gained practical classroom materials and examples that can be reused, adapted, or shared in future school work.

Across the activities, the same project values appeared in different forms. Tolerance was practiced through drama, reflection, listening, and respectful classroom language. Cultural diversity was explored through concept maps, exhibitions, storytelling, food displays, local traditions, and visual products. Inclusion became visible through group work, peer support, shared tasks, language awareness, and school displays. Sustainability was connected with recycled material artworks, while language activities helped students see that simple words can carry respect, friendship, and care across different languages.

One important result is that students did not learn these values only as general ideas. They worked with them through concrete classroom tasks. They wrote, drew, presented, listened, performed, compared languages, prepared displays, reused materials, and shared stories from their own contexts. This made the project more active and more understandable for students, because values such as respect and diversity were connected to things they could actually see, make, explain, and discuss.

The reports also show a clear movement from individual student work to shared school visibility. The Tolerance Book collected early student expressions. The teacher activity file turned these ideas into classroom practices. The information board, slogan, logo, concept maps, exhibitions, drama activities, recycled artworks, language corner, and storytelling festival then expanded the work into visible school products. Activity 11 brings these outputs together and shows how each activity supported the next one in the wider project process.

As a result, the ECHOES project strengthened cultural awareness, confidence, cooperation, listening skills, respect for diversity, and positive attitudes toward inclusion. It also produced concrete documents that are suitable for project reporting, dissemination, school display, and future educational use.