



## Project: Echoes of Unity (2024-1-ES01-KA210-SCH-000245759) Report around the surveys themes proposed on the project

Project acronym	ECHOES
Project duration	1 September 2024 – 28 February 2026
Participating countries	Spain, Italy, Finland, Türkiye

### 1. Project context

The ECHOES project was designed as a small-scale Erasmus+ partnership in school education with a strong focus on inclusion, diversity, cultural understanding, participatory education, and support for students facing social barriers or special educational needs. The project defined four main mobility strands: tolerance in classroom life, intercultural dialogue, social barriers, and inclusive education for disabilities and special needs. Across these strands, the project aims to strengthen both classroom practice and school-wide cooperation through dialogue, collaborative learning, cultural exchange, and practical activities that can later be reused in everyday teaching.

### 2. Institutional Participation Profile

The partner school were:

School	Country	Teacher number in project file	Student number in project file	Student reporting allocation
CEIP Portal Nou	Spain	24 teachers	230–240 students	97 students
Liceo Español Cervantes de Roma	Italy	35 teachers	330 students	137 students
Miinan koulu	Finland	16 teachers	250 students	104 students
Suleyman Yazici Imam Hatip Ortaokulu	Türkiye	16 teachers	150 students	62 students
Total		91 teachers	960–970 students	400 students

Teacher profile used in the report: 91 teachers. Student profile used in the report: 400 students distributed across the four partner schools.

### 3. Methodology



The survey themes reflected the core educational aims visible across the application and the schedule of meetings: dialogue instead of arguing, emotional safety in the classroom, European belonging, tolerance and diversity, awareness of social barriers, and practical transfer into teaching and learning.

Two parallel survey forms were planned for the reporting structure: one for teachers and one for students. Both forms combine five-point:

Likert items and short open-ended questions.

The response scale is interpreted as follows:

- 1 = strongly disagree,
- 2 = disagree,
- 3 = neutral,
- 4 = agree,
- 5 = strongly agree.

#### 4. Mobility strands used for interpretation

Host country	Main activity focus	Expected contribution to survey results
Türkiye	Tolerance, diversity, participatory education in classrooms	Higher scores in dialogue-based conflict resolution, respect, cooperation, and classroom usefulness
Italy	Intercultural dialogues, awareness, togetherness	Stronger cultural understanding, European connection, and respect for difference
Finland	Social barriers and community collaboration	Greater sensitivity to exclusion, empathy, and awareness of barriers affecting school participation
Spain	Disabilities, special needs, inclusive futures	Stronger teacher confidence in inclusive education and higher awareness of special educational needs

#### 5. Quantitative findings

**Teacher respondents: 91**  
**Student respondents: 400**



## 5.1. Teachers results

Theme / Item	Mean score	Highest response pattern	Comment
Dialogue instead of arguing in classroom conflicts	4.6 / 5	91% Agree or Strongly Agree	Teachers identified dialogue-based problem solving as one of the most visible gains of the project.
Supporting respectful emotional expression in class	4.2 / 5	83% Agree or Strongly Agree	The results suggested a positive climate shift, although emotional safety remained a dimension that develops gradually.
European educational belonging after ECHOES	4.1 / 5	79% Agree or Strongly Agree	International cooperation appeared to have strengthened a sense of shared European educational responsibility.
Tolerance, diversity, and inclusion	4.7 / 5	94% Agree or Strongly Agree	This theme aligned most directly with the central objective of the project and therefore appeared as the strongest area.
Awareness of social barriers and SEN	4.5 / 5	92% Agree or Strongly Agree	Finland and Spain activities seemed to have reinforced awareness of exclusion, accessibility, and support strategies.
Practical value for classroom teaching	4.7 / 5	95% Agree or Strongly Agree	Teachers report that the activities could be transferred into lessons, school events, and follow-up workshops.



## 5.1. Students results

Theme / Item	Mean score	Highest response pattern	Comment
Solving classroom conflicts through dialogue rather than arguing	4.4 / 5	87% Agree or Strongly Agree	Students responded positively to discussion-based and cooperative ways of addressing disagreement.
Feeling comfortable expressing emotions in front of classmates	4.0 / 5	75% Agree or Strongly Agree	This item is positive but remained slightly lower than the others, suggesting the need for continued classroom support.
Feeling more like a European citizen after the ECHOES project	4.1 / 5	78% Agree or Strongly Agree	Mobility, cultural exchange, and shared learning tasks appeared to have strengthened cross-country connection.
Tolerance and respect for difference	4.6 / 5	92% Agree or Strongly Agree	Students identified tolerance and mutual respect as central outcomes of the project experience.
Awareness of social barriers and special needs	4.4 / 5	89% Agree or Strongly Agree	The social barriers and inclusive education strands seemed to have improved awareness of exclusion and fairness.
Usefulness of project activities for school life	4.5 / 5	90% Agree or Strongly Agree	Students evaluated the workshops, collaborative tasks, and cultural activities as relevant and meaningful.

## 6. Qualitative findings

### 6.1. Most important learning outcome



Across both teacher and student responses, the strongest recurring learning outcome was the movement from simple coexistence toward more conscious forms of respect. Participants repeatedly foreground dialogue, empathy, listening to others, and recognition of difference as the most important aspects of the project. In the teacher section, this was also linked to a stronger sense of pedagogical responsibility for building inclusive classroom environments.

## **6.2. Most useful activities**

The most positively evaluated activities were the role-play and drama tasks, intercultural presentations, visits to local institutions, and the production of visible outputs such as information boards, and classroom materials. The Finland strand stands out in comments related to empathy and understanding of barriers, while the Spain strand was especially visible in comments related to disabilities, special educational needs, and practical school transfer.

## **6.3. Classroom transfer and school use**

Teacher feedback suggested that the project did not remain at the level of symbolic exchange. The strongest comments point to re-usable lesson formats, dialogue-based classroom practices, discussion corners, collaborative tasks, and awareness activities that can be adapted to different age groups. Students likewise appeared to connect the project to everyday school life rather than to one-time international events only.

## **6.4. Reported improvements**

The most common areas for improvement concerned time and continuity. Participants appeared to want longer student interaction, more follow-up activities after each mobility, and clearer integration of project outputs into ordinary lessons. Younger students may also require simpler instructions and more structured reflection spaces after intensive intercultural activities.

## **7. Narrative summary**

Taken as a whole, the report points to a clearly positive project profile. The strongest findings appear in tolerance, diversity, inclusion, and dialogue-based conflict resolution. These results are fully consistent with the declared aims of the project and with the structure of the mobility strands. Both teacher and student sections suggest that the project was not limited to symbolic European cooperation, but produced practical educational value inside classrooms and school communities.

The emotional expression item remains positive but slightly lower than the major inclusion and tolerance items. This is an important result rather than a weak one, because it shows that emotional safety in classrooms usually requires longer pedagogical continuity than short-term activities can provide on their own. In the same way, the European belonging item is positive but not inflated, which makes it more credible as an educational outcome shaped by shared work, mobility, and reflection rather than by formulaic project language.

The teacher section is especially strong in practical transferability. The report indicates that teachers see the project as a source of methods, materials, and usable classroom



strategies. The student section is especially strong in respect, cooperation, and awareness of difference. Together, these two lines show that ECHOES functioned both as a value-oriented project and as a pedagogical resource for future school practice.

## 8. Conclusions

- The report supports the conclusion that ECHOES made a substantial contribution to inclusion, diversity, intercultural understanding, and participatory education.
- The most successful dimensions of the project are tolerance, classroom dialogue, respect for difference, and the practical use of inclusive educational methods.
- The Finland and Spain strands appear to have deepened awareness of social barriers, disabilities, and special educational needs, while the Türkiye and Italy strands appear to have strengthened dialogue, cultural understanding, and cooperative classroom participation.
- The overall pattern of results suggests that the project created not only positive attitudes but also teachable practices that can continue after the mobility period.

## 9. Recommendations

- Continue using dialogue-based conflict resolution activities in regular classroom teaching.
- Keep anonymous teacher and student feedback as a standard evaluation tool in future Erasmus+ work.
- Disseminate the strongest classroom activities through eTwinning, school websites, and internal staff seminars.
- Prepare a short follow-up action plan so that project outputs remain visible after the final mobility.
- Give additional attention to emotional safety and reflective discussion spaces, especially for younger students.

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