

Overall Analysis of the Teachers' Evaluations

The four evaluations include a total of **42 teacher responses**: Activity 1 in Sweden (9 respondents), Activity 2 in Spain (13 respondents), Activity 3 in Portugal (10 respondents), and Activity 4 in Türkiye (10 respondents).

Overall, the evaluations show a **consistently high level of satisfaction across all four activities**. In particular, the results indicate that the teachers felt that they had gained **new knowledge and skills**, found the activities relevant and engaging, and highly valued the opportunity for international exchange and collaboration.



New Knowledge and Skills

One of the most relevant questions for assessing the impact of the activities was whether the workshops and activities provided the teachers with **new skills and/or knowledge**.

The results were very positive:

Activity	Rating 5	Rating 4	Positive ratings (4–5)
Activity 1 – Sweden	100%	0%	100%
Activity 2 – Spain	76.9%	23.1%	100%
Activity 3 – Portugal	90%	10%	100%
Activity 4 – Türkiye	50%	50%	100%

This means that **all 42 teachers rated the extent to which the activities provided them with new skills or knowledge as either 4 or 5 out of 5**. Of these, **34 out of 42 teachers, approximately 81%, gave the highest possible rating**. This is a strong indication that the activities contributed to the teachers' professional learning.

There are also indications that the learning was perceived as **practical and transferable to the teachers' own schools and classrooms**. In the evaluation following Activity 1, for example, teachers commented that the activities could be implemented in their own educational settings and that the workshops provided ideas that could be applied in their schools and classes.

Overall Experience of the Activities

The teachers' overall experience was highly positive across the four activities.

In Sweden, all nine respondents gave the highest possible rating to several aspects of the activity, including its organisation, the time available to complete tasks, the seminars and the workshops.

A similar pattern can be seen in Spain. All 13 respondents gave the highest rating to the seminars and to the question of whether the workshops were interesting.

In Portugal, all ten respondents gave the highest rating to the workshops and lectures involving students. The activities and visits aimed specifically at teachers were also rated very highly, with 90% giving a rating of 5 and 10% a rating of 4.

The results from Türkiye show slightly more variation, but they remain strongly positive. All respondents rated both the seminars and workshops with either a 4 or 5.

Increased Interest and Engagement

The activities also appear to have strengthened the teachers' interest in the programme.

In Sweden and Portugal, **100% of respondents gave the highest possible rating** when asked how much the meeting had stimulated their interest in the programme.

In Spain, 92.3% gave a rating of 5 and the remaining 7.7% gave a rating of 4. In Türkiye, 60% gave a rating of 5 and 40% gave a rating of 4.

Consequently, **all 42 teachers rated the extent to which the activities stimulated their interest in the programme with either 4 or 5 out of 5**. This suggests that the activities not only provided positive experiences at the time but also contributed to continued motivation and engagement with the programme.

International Exchange and Collaboration

Another particularly strong aspect of the evaluations is the teachers' appreciation of the **interaction and exchange between the partner countries**.

In Sweden, Portugal and Türkiye, **100% of respondents gave the highest possible rating** when asked whether they enjoyed the interaction among partners during the visit.

In Spain, 84.6% gave the highest rating and the remaining 15.4% gave a rating of 4.

The open-ended comments reinforce this positive picture. Teachers highlighted the value of exchanging experiences between countries, learning about other schools and educational systems, and continuing international cooperation. Some participants also expressed a desire for more time in schools and more opportunities to discuss education and school systems with their international colleagues.

Areas for Further Development

Although the evaluations were overwhelmingly positive, a small number of suggestions for improvement were identified. These mainly concerned **having more time for certain**

activities and opportunities for deeper professional exchange, rather than dissatisfaction with the quality of the programme.

Following the activity in Portugal, participants suggested having more time to work with the apps and having more days available for the mobility.

Following the activity in Türkiye, one participant suggested that the school visit could have been longer.

Similarly, in Spain, participants expressed an interest in spending more time in the school and having more opportunities to discuss education and different school systems.

These comments can therefore largely be interpreted as a desire for **more time to engage with activities and exchanges that participants already considered valuable**, rather than as criticism of the activities themselves.

Overall Conclusion

Taken together, the four evaluations demonstrate that the teacher activities were **highly successful in terms of both participant experience and professional learning**.

A particularly strong result concerns the acquisition of new knowledge and skills. **All 42 participating teachers rated this aspect with either 4 or 5 out of 5, and approximately 81% gave the highest possible rating.**

The activities appear to have had several complementary benefits. They provided teachers with **new knowledge, skills and teaching ideas**, offered methods and activities that could potentially be transferred to their own educational contexts, strengthened their **interest and engagement in the programme**, and created valuable opportunities for **professional, educational and cultural exchange between teachers from different countries**.

The evaluations also demonstrate that the activities achieved their intended objectives. Across all four evaluations, **every respondent rated the question of whether the meeting fulfilled its goal with either 4 or 5 out of 5**. In Sweden, Portugal and Türkiye, all respondents gave the highest possible rating, while in Spain 92.3% gave a rating of 5 and 7.7% a rating of 4.

Overall, the results indicate that the four activities were not only highly appreciated by the participating teachers, but also successfully contributed to professional learning, increased engagement, international cooperation and the exchange of educational practices and experiences.



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