



IMPACT OF THE WISH PROJECT ON STAKEHOLDERS

The impact of the actions carried out, activities performed, trainings held and study visits during the WISH project could be described briefly as follows.

Regarding the students, the impacts of the project are that they

- gained awareness for the importance of social inclusion during the mobilities, via trainings and SI project works,
- spread their gains by sharing their ideas as well as by doing collaborative works with their peers and schoolmates
- gained an understanding of project-based learning cycles,
- developed skills to prepare and carry out projects,
- devised ways to develop an idea into a project,
- attended workshops regarding social inclusion and project based learning,
- improved their sensitivity and empathy to the people threatened by social exclusion,
- found an opportunity to consolidate and improve their English language competence
- obtained important 21st century skills including team-work, ICT, creative thinking, critical thinking, collaboration, communication, media and technology literacy, flexibility, initiative taking, social skills, leadership and productivity

Regarding the teaching staff (teachers and academics), the impacts of the project are that they

- found an opportunity to observe the implemented effect of Project-Based Learning approach in promoting the awareness towards social inclusion
- increased their awareness on the importance of social inclusion and on the added value for the society,
- improved their skill to develop teaching materials in workshops regarding social inclusion, project based learning, 21st century skills
- experienced PBL implementation and the ways in which 21st century skills of students could be improved by guiding SI projects
- enhanced their teaching skills and professional competences by getting to know different methodological approaches and exchanging good practices regarding social inclusion, PBL and improving 21st century skills of students
- integrated the project aims and outcomes in school curricula/ teacher training curricula,
- found new tools for instilling knowledge in students taking responsibility in social inclusion,
- increased their practical skills of planning and organizing projects,
- improved their ICT skills,



- worked in a European collaborative team and engaged in a peer-learning process, consolidated and improved their English language competence with regards to project-based learning, social inclusion and communicative skills,
- gained knowledge about different educational systems, thus enabling them to do some job shadowing,
- improved their personal knowledge of different European cultures.
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Regarding the schools/universities and pilot study schools, the impacts of the project are that they

- strengthened cooperation within its own organisation as well as with other local authorities
- enriched their learning/teaching processes and improved the quality of education by introducing innovative curricular and extracurricular learning activities and by adding project outputs and outcomes in their curricula
- promoted a more inclusive school environment via creating awareness on social inclusion
- increased the visibility of the organization within the local and international community,
- created new ties with other partner schools/ universities and created opportunities for future projects.