

## Evaluation of the project

We all think the project went very well. Everything that was planned in the proposal for the project we carried out. Planning the meetings in the way we did in our proposal application made it flexible in how to carry out the tasks at the different meetings. We didn't include all the extra learning activities in our proposal application, because we planned the extra activities so they would coordinate with the content for each meeting. They turned out to be very successful.

**Poznan:** Incubation (a university center supporting small businesses), student presentations, examples of a small business (bakery combined with acting).

**Eskilstuna:** designed SWOT-analysis, visited Företagarcentrum, visited a small company YogiWood and had a dance class together, student presentations on the environment where to start their imaginary business, they started to work on the glossary.

**Noto:** visited businesses in teams and asked questions and carried out SWOT-analyses on these businesses. They also created campaigns for the different businesses. The students were very active during the process. We also had students presenting their work for each other. We had a visit from a business in the field of engineering and a professor explaining about marketing.

**Leer:** Excursions to Bremen, a banker and a district counselor talked to us, the students presented their imaginary businesses and worked with SWOT-analysis linked to their businesses. The students had worked with business plans on the imaginary businesses as a home work and presented these at the meeting in Leer.

**Eskilstuna:** The students decided what should be the content in the guide book and compiled all the data for this. We rearranged the content in a better way. The regional counselor for Young Entrepreneurs visited us and presented how she started her business. The students compiled all the words for the glossary. The students presented all the steps how to start a business in each country.

**Noto:** Presentations on the campaigns for the imaginary businesses and also presentations on how to disseminate the guide book. A conference where we all presented the project and the dissemination of our guide book. The students made a film about their experiences of the Erasmus+ project.

Student evaluations have been done at every meeting with closed and opened questions. This is presented on the website. The achievements of the subskills are for example how the students cooperated so well in international groups, using English as a working language. 20-30 students from each school have been participating in the project during these three years. They have improved their language skills in different levels, but also their business language. During the project the students were able to see many different institutions, organizations and businesses in the different cities and learn from them. The students have formed great

friendships during the project and have even visited each other on vacations. The students have learned how to run a project and be responsible in how to plan and carry through a project, which also means solving problems in a cooperative way. We could see a growing independence during the project. Living in host families have taught our students about culture, social skills and how to communicate even though you don't speak the same language.

In the proposal application we stated what task should be carried out by which country and we have followed it in a very good way. We have had frequent contact by email between us during the project and it has contributed to a good job. The eTwinning didn't work out either for us or the students, because it was too complicated to register and to download data on it. We tried to use it but it was not convenient for us. Email we use every day so therefore it was an easy way to keep in touch for us and we also had our website as a platform to see everything that we had done. The students used social media to communicate with each other. The social media used by students was an even better way to disseminate our project than eTwinning. We also think that having a project that runs over three years is good, because it takes almost a year to launch a project and establish good contact and communication and then you have two more years to work well on the project. The outcome of the project benefits from three years. It is not too short and not too long.

During the project we have been in contact with many different media such as radio, newspapers, newsletters, online newspaper and our website to disseminate the project and deposition of results. We made our results accessible for public and the website helped us to always have access to the immediate results. The downside is that the students have not been involved in creating or maintaining the website and this is something we think can be improved in future projects.

The excursions are a good combination of cultural, historical, social and project related experiences.

The students have learned how to start a business by creating an imaginary business. They have learned about economics hands on and in an interactive way. The project is being presented to our schools. We inspired our colleges to open up to extra curricula fields and learning environments.