

“FOCUS” EVALUATION REPORT
SCHOOL YEAR 2017/2018

PART 1 – INTRODUCTION AND GENERAL REMARKS

PROJECT OBJECTIVES:

1. Develop, test and implement innovative practices relating to: new curricula, teaching materials & tools and course on Guidance and Counseling for 2000 high school students of the partner schools.
2. Strengthen teaching skills and professional development by attending Staff-Training courses, exchanging good practices, carry out peer learning activities and workshops, learning and teaching methodologies and pedagogical approaches, with a focus on guidance, counseling and coaching methods and tools, improving language skills and the use of ICT.
3. Facilitate recognition and certification of skills and competences by using Europass validation instruments.
4. Promote cooperation between schools from 4 different countries in order to support strategic development and school internationalization through projects.
5. Promote school success and combat early-school leaving.
6. Promote active European citizenship & social inclusion.

The evaluation plan was drafted in the application form. The details, such as methods of evaluation, frequency and deadlines, responsible parties and ways of disseminating the evaluation reports were discussed during the Transnational project meeting in September 2017, in Romania.

The national coordinators were responsible for the evaluation of the project activities and monitoring the quality within their institutions. In order to assess the achievement of project objectives the partners used the list of indicators drafted at application stage. All questionnaires applied to teachers, students and parents were designed by Poland (Szkoła Podstawowa w Głogowie Małopolskim) and Romania (Seminarul Teologic Orthodox). The surveys were applied through [surveymonkey.com](https://www.surveymonkey.com).

In the process of evaluation carried out at school level the partners used the following methods:

- analysis of school documents
- questionnaires applied to teachers and students involved in project activities
- questionnaires applied to teachers and students taking part in mobilities
- questionnaires applied to parents
- observation of students' activity
- interviews, focus-groups.

PART 2 – RESULTS OF THE ONLINE SURVEYS, SHORT TERM STAFF TRAINING EVENT, Głogów Małopolski Poland, October 2017

The questionnaires were applied after each teaching session to all teachers participating in the event.

	“Learning styles and how to make the most of them” Colegiul Tehnic Ana Aslan, ROMANIA %	“Bullying and Teamwork” SP w Głogowie Małopolskim, POLAND %	“The Learning Process: Learn-Revise-Learn Again” Geniko Lykeio Agrias, GREECE %	“Efficient communication” Gefion Gymnasium, DENMARK %	“Time and money management” Seminarul Teologic Orthodox, ROMANIA %
1	The lessons / activities were interesting and they promoted active participation of the students.				
I totally agree	100,00	100,00	100,00	100,00	90,00
I quite agree	0,00	0,00	0,00	0,00	10,00
I disagree	0,00	0,00	0,00	0,00	0,00
2	The activities were relevant and helped to achieve the goals.				
I totally agree	84,62	100,00	70,00	100,00	80,00
I quite agree	15,38	0,00	30,00	0,00	20,00
I disagree	0,00	0,00	0,00	0,00	0,00
3	Students' involvement in the lessons was more than 70%.				
I totally agree	76,92	100,00	100,00	87,50	80,00
I quite agree	23,08	0,00	0,00	12,50	20,00
I disagree	0,00	0,00	0,00	0,00	0,00
4	The methodology was presented clearly.				
I totally agree	100,00	91,67	50,00	100,00	90,00
I quite agree	0,00	8,33	50,00	0,00	10,00
I disagree	0,00	0,00	0,00	0,00	0,00
5	Different teaching methods and techniques were used to facilitate different kinds of student engagement.				
I totally agree	92,31	91,67	100,00	100,00	100,00

I quite agree	7,69	8,33	0,00	0,00	0,00
I disagree	0,00	0,00	0,00	0,00	0,00
6	A wide selection of teaching materials, including digital tools, was used.				
I totally agree	91,67	90,91	100,00	100,00	100,00
I quite agree	8,33	9,09	0,00	0,00	0,00
I disagree	0,00	0,00	0,00	0,00	0,00
7	Content and tasks were within the learning capability of the students.				
I totally agree	76,92	100,00	60,00	100,00	100,00
I quite agree	23,08	0,00	40,00	0,00	0,00
I disagree	0,00	0,00	0,00	0,00	0,00
8	In terms of the content, the lessons can be used for the Guidance and Counseling classes in my school.				
I totally agree	76,92	83,33	90,00	100,00	50,00
I quite agree	23,08	16,67	10,00	0,00	50,00
I disagree	0,00	0,00	0,00	0,00	0,00
9	In terms of methodology, the lessons can be used for the Guidance and Counseling classes in my school.				
I totally agree	84,62	66,67	80,00	100,00	90,00
I quite agree	15,38	33,33	20,00	0,00	10,00
I disagree	0,00	0,00	0,00	0,00	0,00

To see the individual responses and comments click on the following links:

1. "Learning styles and how to make the most of them", CTAA, ROMANIA

<https://www.surveymonkey.com/results/SM-ZXVVVNY8/>

2. "Bullying and Teamwork", SP w Głogowie Małopolskim, POLAND

<https://www.surveymonkey.com/results/SM-TKWSZXY8/>

3. "The Learning Process: Learn-Revise-Learn Again", Geniko Lykeio Agrias, GREECE

<https://www.surveymonkey.com/results/SM-8HBDPXY8/>

4. "Efficient communication", Gefion Gymnasium, DENMARK

<https://www.surveymonkey.com/results/SM-7KRJXXYY8/>

5. "Time and money management", STO, ROMANIA

<https://www.surveymonkey.com/results/SM-S6DV8QCY8/>

PART 3 – "FOCUS" EVALUATION – STUDENTS

At the end of the first year of the project students in all partner schools were asked to complete the online survey to evaluate the project activities. The results and students comments can be found under the following link: <https://www.surveymonkey.com/results/SM-TZYH6MRWL/>

The results of the survey show that students are satisfied with the activities undertaken in the first year. The respondents were satisfied with the following fields:

- achievement of project objectives
- quality of documents and working materials
- partners contribution
- mutual understanding amongst partners about the project
- level of satisfaction with working language.

In students' opinion, project lessons and workshops were interesting and promoted active participation (19,35% "I totally agree" answers, 29,03% "I agree" answers).

Over 40% students believe that the project activities promoted improvement of interpersonal and life skills and encouraged participation in extracurricular and volunteering activities.

Over 30% of the respondents say that participation of the project resulted in the improvement of learning techniques. However, more or less the same number of students disagree with this statement.

Similarly, appx. 30% of students agree with the statement that participation in the project strengthened students' motivation for learning and appx. 30% disagree with this statement.

The majority of the students (25,81% "I totally agree", 29,03% "I agree) believe that participation in the project resulted in the improvement of communication and language skills.

As far as the 5 topics studied in the first year are concerned, students have different opinions. Over 30% of the respondents think that the topics were interesting, for the appx. 40% the topics were not quite interesting. It seems that the reason for such result might be the difference in the students' age (between 14 and 18) and interests as well as different curricula and schools profile.

During the project meetings in Denmark and Romania the participating students appreciated most:

- learning about the culture and lifestyle,
- teamwork,

- making friends with foreign students,
- practicing language skills.

PART 3 – “FOCUS” EVALUATION – TEACHERS

At the end of the first year of the project teachers in all partner schools were asked to complete the online survey to evaluate the project activities. The results and teachers comments can be found under the following link: <https://www.surveymonkey.com/results/SM-Z2WCNHXWL/>

The results of the survey show that teachers are satisfied with the activities undertaken in the first year. The respondents were satisfied with the following fields:

- achievement of project objectives
- quality of documents and working materials
- partners contribution
- mutual understanding amongst partners about the project
- level of satisfaction with working language.

In teachers' opinion, project lessons and workshops were interesting and promoted active participation (100% “I totally agree” answers).

All teachers who did the survey believe that the project activities promoted improvement of interpersonal and life skills and most of them (75%) think that the project encouraged participation in extracurricular and volunteering activities.

Over 90% of the respondents say that participation of the project resulted in the improvement of learning techniques.

Similarly, appx. 90% of teachers agree with the statement that participation in the project strengthened students' motivation for learning.

All teachers believe that participation in the project resulted in the improvement of communication and language skills.

As far as the 5 topics studied in the first year are concerned, teachers think that the topics were interesting and the selection was good.

During the project meetings in Denmark and Romania the participating teachers appreciated most:

- the chance to share experience,
- the mutual inspiration,
- enthusiasm of students.

PART 3 – “FOCUS” EVALUATION – PARENTS

At the end of the first year of the project parents in all partner schools were asked to complete the online survey to evaluate the project activities. The results and teachers comments can be found under the following link: <https://www.surveymonkey.com/results/SM-M259MPXWL/>

In parents' opinion, project lessons and workshops were interesting and promoted active participation (60% "I totally agree" answers, 20% "I agree" answers).

Most of the parents who responded to the survey believe that the project activities promoted improvement of interpersonal and life skills (80%) and encouraged participation in extracurricular and volunteering activities (80%).

60% of the respondents say that participation of the project resulted in the improvement of learning techniques.

Similarly, 60% of parents agree with the statement that participation in the project strengthened students' motivation for learning.

All parents believe that participation in the project resulted in the improvement of communication and language skills.

As far as the 5 topics studied in the first year are concerned, parents think that the topics were interesting and the selection was good (60%).

PART 4 – ADDITIONAL COMMENTS, FEEDBACK FROM NATIONAL COORDINATORS

POLAND – Szkoła Podstawowa w Głogowie Małopolskim

In the first year the project was a great success. One of the biggest advantages for our school was the fact that our institution organized Short Term Staff Training meeting in October 2017. In our opinion, the event was a great chance to share experience, to learn new, innovative methods and techniques and also to present our learning scenarios on "Bullying and Teamwork".

During the meeting in Poland teachers from all participating countries had a chance to strengthen teaching skills and professional development by carrying out peer learning activities and workshops, learning and teaching methodologies and pedagogical approaches, with a focus on guidance, counseling and coaching methods and tools, improving language skills and the use of ICT.

Polish students had a unique opportunity to participate in lessons conducted in English and experience different approaches and teaching styles.

Polish teachers who worked on the learning scenarios prepared by the partners were very satisfied and they found them useful, interesting and innovative. Most project lessons were carried out with students between 14-16. The students seemed to enjoy the activities, they took an active part and said the materials were educational. Students had a chance to develop their life and communication skills, identify their learning styles, learn how to manage time and money.

During the mobilities to Denmark and Romania the participating students could master the necessary skills, such as presentation, language and social skills, they also broadened their knowledge of lifestyle and education in partner countries and built tolerance with regard to different cultures. The opportunity to take part in the international partnership increased our students' motivation and lead to the improvement in their school achievements.

ROMANIA – Colegiul Tehnic Ana Aslan

ROMANIA – Seminarul Teologic Orthodox

GREECE – Geniko Lykeio Agrias

DENMARK – Gefion Gymnasium

The report was written by SABINA MALIK

Głogów Małopolski, 10th July 2018