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**Comparison of results of questionnaires for professionals working with children with special educational needs in Romanian partner school**

**Project: My work is my future**

Project nr. **2015-1-SK01-KA219-008905**

KA2: Strategic Partnerships in the field of Education, Training and Youths

**1st application:** January 2016 **2nd application:** April 2017

Personal information

1. 2 less personnel took part in 2nd application of the questionnaire due to the mobility of the employers in period of the project duration. Most of the personnel are female. *In 2nd application more male personnel took part than in 1st application.*
2. Most of the personnel are between 26 and 45 years old.
3. The graphs show minor changes in qualification due to the mobility of the employers in period of the project duration.
4. The graphs show increase in experience working with SEN students.
5. The graphs show that more than half of the applicants of both questionnaires were SEN teachers working with class students and the rest were other professionals (speech therapists, kinetotherapists, psychologists)

Information of attitudes, knowledge and use of new methods

1. The graphs show increase in acknowledgement about TEACCH method; almost all personnel is familiar with TEACCH method in 2ndquestionnaire. TEACCH method is strongly embedded in school settings.
2. The graphs show increase in active use of TEACCH in everyday practice.
3. The graphs show increase in acknowledgement about videomodeling method; almost all personnel is familiar with videomodeling method in 2ndquestionnaire.
4. The graphs show increase in frequency of use of videomodeling method.
5. The graphs show increase in acknowledgement about Makaton method; almost all personnel is familiar with Makaton method in 2ndquestionnaire.
6. The graphs show increase in active use of Makaton in daily practice over the period of project.
7. The graphs show increase in acknowledgement about Picture Process Scheme method Almost all personnel are familiar with Picture Process Scheme method in 2ndquestionnaire.
8. The graphs show strong embedment of Picture Process Schemes method into practice over the period of the project. Over 99% of personnel state that use this method always, mostly, frequently and sometimes, only 0,5 % of them state that not use this method.
9. The graphs show slight increase in number of personnel who are familiar with method of Practical action.
10. The responses at the end of the project show almost 12 % increase in everyday use of method of Practical action (frequently, mostly responses).
11. All personnel consider social adaptive classes as necessary.
12. The graphs show 22% increase in responses that they use or delivery of social adaptive classes, which means increase in frequency of delivering social adaptive classes/skills in everyday practice.
13. 98% of personnel is familiar with occupational therapy.
14. The graphs show increase in frequency of use of occupational therapy in practice.
15. The graphs show that almost all personnel consider Monitoring the process of socialization and assisting with employment of qualified students needed.
16. The graphs show an increase with 36% in awareness among personnel about organising monitoring the process of socialization and assisting with employment of qualified students at school.
17. The graphs show 42% increase in acknowledgement of method of Kinetotherapy.
18. The graphs show that personnel are more aware of application of Kinetotherapy at school.
19. At the beginning of the project some of the personnel hesitated about the effectiveness of teaching pre-vocational and vocational skills in realistic business environment at school, at the end all personnel consider it as definitely or mostly useful.
20. At the end of the project, 96% of the personnel consider teaching pre-vocational skills in the working condition of an open labour market useful, an increase of 18%.
21. The graphs show that the personnel of the school are aware of a new facility built at the school during the project (Erasmus+ practical workshops) and also about developing existing one (Erasmus+ occupational therapy workshops), where students learn new pre-vocational skills in realistic business environment. 98% of personnel stated that there is a possibility of working conditions of an open labour market at school.
22. The graphs show that the personnel is aware of a new workshop (Erasmus+ practical workshops) opened at the school. The school opened and developed the workshops in September 2016 and it is functioning since then. It is open every school day and it is used for social adaptive classes for younger students and pre vocational classes for older students.
23. The graphs show that almost all of personnel consider recognition an recording of pre-vocational and vocational skills needed.
24. The graphs show that personnel are now more informed about use of recognition and recording of pre-vocational and vocational skills at school, the number of the responses *yes* and *mostly yes* increased with 16%.
25. Approximately the same number of personnel consider it necessary to apply the individual education and teaching/training plans.
26. Approximately the same number of personnel create and carry out individual education and teaching/training plans.
27. All personnel have learnt a new skill/method that was not mentioned before.
28. Personnel have learnt personal management skills, developed communication, empaty and team working and new skills related to videomodeling.
29. Personnel have implemented new skills and method into practice at various capacity.
30. 76% of personnel consider that the application of above mentioned methods contribute to improvement of pre-vocational and vocational skills of students with SEN.
31. 86% of personnel consider that School should enable the using of new methods.
32. 42% of personnel have learnt a new ICT skill during the project.
33. Most of the personnel state that they have learnt skills related to using a PC, mediaprocessing, PPT, editing of images,video, Slideshare etc.
34. Personnel have implemented new skills and method into practice at various capacity.
35. The graphs show increase in acknowledgement about eTwinning.
36. The graphs show that more of staff have open an eTwinning account.
37. The graphs show increase in frequency of use of eTwinning portal; more staff use eTwinning portal.
38. The graphs show that more personnel are aware of Europass mobility certificates.
39. The graphs show that due to the Erasmus+ project more personnel obtained a Europass mobility certificate.

Conclusion: The comparison and contrasting of results of 1st and 2nd application of the questionnaires for professionals working with pupils, students and young people with SEN (mental disability and/or autism) show that the realisation and implementation of the project was successful. It is an evidence of improvement in knowledge about new methods shared among participating schools, their implementation which is reflected in their active use in everyday practice at Centrul Școlar pentru Educație Incluzivă ”Alexandru Roșca” in Lugoj, Romania.