**MONITORING ACTION**

The monitoring action, which aims to assess the quality of the project, is divided into two different phases: the first is aimed at verifying the satisfaction of the participants at the end of each mobility, the second is aimed at verifying the outcomes of the project in each Institute, at the end of the same.

In each phase specific questionnaires are structured to be administered to:

**- teachers involved**

**- students involved**

**- families involved**

As for the questionnaires related to mobility, a distinction is made between the subjects (teachers, students and families) of the host countries and those of the hosted countries.

The questionnaires are administered online, anonymously, using Google modules.

With reference to the questionnaires administered after the mobility, the following **indicators** are taken into consideration:

- **Host families:** communication with students, communication with students' families during and after the trip, transport organization, type of activity carried out together with the students, pleasing and not welcome aspects to the experience, aspects of cultural relevance of the experience, desire to repeat the experience.

- **Families of hosted students:** number of similar experiences made in the past, communication with the child during the trip, communication with the host families during and after the trip, communication with the teachers during the trip, pleasing and unwelcome aspects of the experience, aspects of cultural relevance of experience, desire to repeat the experience.

- **Host students:** communication with other students, degree of satisfaction in having shared the house with other students, level of communication with other students differentiated by individual countries, places shown with satisfaction, type of activity shared with the hosted student, evaluation of the activities carried out during the week, welcome and unwelcome aspects of the experience, aspects of cultural relevance of experience, desire to repeat the experience

- **Hosted students:** communication with other students and host families, communication with the family, communication with teachers, degree of satisfaction in having shared the house with other students, degree of satisfaction with food, level of communication with other students differentiated by individual countries, type of activities shared with the host student, evaluation of activities carried out during the week, welcome and unwelcome aspects of the experience, aspects of cultural relevance of experience, desire to repeat the experience.

- **Coordinating teachers:** communication with students, communication with teachers, communication with families, mobility organization, organizational aspects, places shown with satisfaction, ability of students, skills of teachers, activities of the week, welcome and unwelcome aspects of experience, aspects of cultural relevance of the experience, educational differences with other countries, desire to repeat the experience.

- **Participating teachers:** communication with students' parents, communication with students, communication with teachers, information to parents on mobility, organization of mobility, forecasts on the organization of mobility in one's own country, assessment of organizational aspects, skills of students, proficiency of teachers, evaluation of the week's activities, aspects of cultural importance of experience, educational differences with other countries, desire to repeat the experience.

**RESULTS OF THE QUESTIONNAIRES AFTER THE MOBILITY IN CASCAIS (PORTUGAL)**

**21st - 26th October 2019**

**Answers: 33**

**Teachers: 11**

**Students: 15**

**Family members: 8**

**- Host families (no answers)**

The sample is not very significant, as no families out of 15 responded.

- **Hosted student families (8 answers)**

This is the first experience (100%). Everyone communicated well with their children, with families and teachers during the trip. All of them maintained communication with families even after the trip. Among the welcome aspects are above all friendships, travelling abroad, destinations, adaptation, develop problem solving skills, positive emotions for their kids and new experiences helping to grow up, socialization, using English language. The cultural aspects highlighted are: learning the habits of Portugal, learning about school environment, food, language, art, architectural and natural landmarks. All positive aspects of the experience were highlighted. The 100% would like to repeat it.

**- Host students (1 answer)**

The communication level was 100% good. The level of satisfaction in having shared the home and the room is high for the respondent. He communicated more with Portuguese and Bulgarian students. The places that have been shown with greater satisfaction are the school and the family. The most shared all activities. He quite appreciated all activities: workshop at school, sharing the room, visit Lisboa, Mafra Convent and Palace, the Oceanarium, selling products, tourist bus, driving along the coast, Quinta de Pisao, Conde Castro Guimareas Museum. The welcome aspects appear to be: new friends, visits new places, learn about Portugal, Poland and Italy. He appreciated everything. He w ould repeat the experience.

**- Hosted students (14 replies)**

100% said they communicated well, with the students, their families and the teachers. All judgments on sharing the house have been positive. Everyone declare themselves satisfied with the food. The majority part (23%) communicated better with hosting students and hosting families, 11% communicated better with Spanish students, 6% with Italian students. The most shared activities, 93% were those related to meals and school activities, shopping. All activities were welcome, especially being home, going out with the hosting family, Cascais market and selling products, tourist bus, Lisboa Oceanarium, Mafra Convent. The most welcome aspects were: hosting family, hospitality, new friends, new places, flying, travelling with friends, making desserts, selling products, group activities. The cultural aspects highlighted are those related to food, habits, hospitality, knowledge of the language and place, Portuguese language, No undesirable aspects, everybody liked everything, just the lack of home and food. All the hosted students (100%) would repeat the experience.

**- Coordinating teachers (3 answers)**

Communication was positive, especially with students and families. The organization of mobility required a normal commitment in arranging teachers meeting, workshop for students, finding teachers to help with activities, adjusting budget, arranging lunch and dinner for teachers, finding hotel, paperwork and certificates. Finding host families and preparing program was difficult and long. Arranging transfers and transport during the week was easy and short. Matching the students was difficult but short. It was easy and long arranging tours. Very good evaluation of the various organizational aspects. Places shown with satisfaction are: school, students, colleagues, headquarter, Lisbon. As for the students' abilities, the level is positive in behavior, interest in the project, interaction with students from different countries, teamwork, respect to others, capacity to follow instructions, punctuality. The skills of the teachers are positively evaluated 5 such as the knowledge and the interest of the project, team work, respect of the others, interaction with students and teachers from foreign countries, punctuality. English language and TIC skills are attested at a level 4. The activities of the week are positively evaluated above all dinners, Cascais, Conde Castro Guimaraes museum, tourist bus to Lisbon, Oceanarium, Mafra Convent and Palace. The welcome aspects were: hosting foreign teachers, showing the country, working with others colleagues, exchanging experiences, meeting foreign people and new culture, provide aspects of Portuguese school and life. Of the undesirable aspects: feeling overwhelmed with the work, schedule times, intense week. The highlighted cultural aspects concern learning about partner countries, emphaty for the others, diversity and identity, sharing experience, feeling the beauty of Cascais area, the kidness of school community. There are some significant different educational aspects in writing, calculating, studying the environment, how to promote a business. All of them (100%) would like to repeat the experience.

**- Participating teachers (8 answers)**

100% communicated well with parents, students and teachers. As for the skills of the students the assessments are positive in knowledge and interest of the project, interaction with the others students, teamwork, respect to others, capacity to follow instructions. Medium level on IT skills, performance skills and English level. The assessment of the skills of the teachers was also positive. The evaluation of mobility organization is easy and short in general. The organization in the participating country will be easy but long. Positive also the evaluation of the activities above all transport, transfers, hosting families, help from the hosting school and teachers. Dinners, driving to Lisbon, the Oceanarium were appreciated a lot. The following are welcome cultural aspects aspects: comparing differences and similarities in Portuguese language, food, links to the ocean, history and cultural heritage. Different educational aspects are highlighted: school organization, methodology on teaching and learning, fine living, taking care of the environment, lunch facilities at school, Portuguese education. Everyone would like to repeat the experience.

**- General consideration**

The data that emerges immediately is the non-total return of the questionnaires administered. The evaluation of the experience as a whole is positive in all its aspects and in relation to several components involved. No serious critical issues were found either on the strictly level organizational, or on that relating to the field of communication and interpersonal relationships. The experience was confirmed, therefore, as an important educational opportunity to enhance knowledge of the English language but also to get in touch with different social and educational realities that are enrichment source for all project participants.

Italian Coordinator