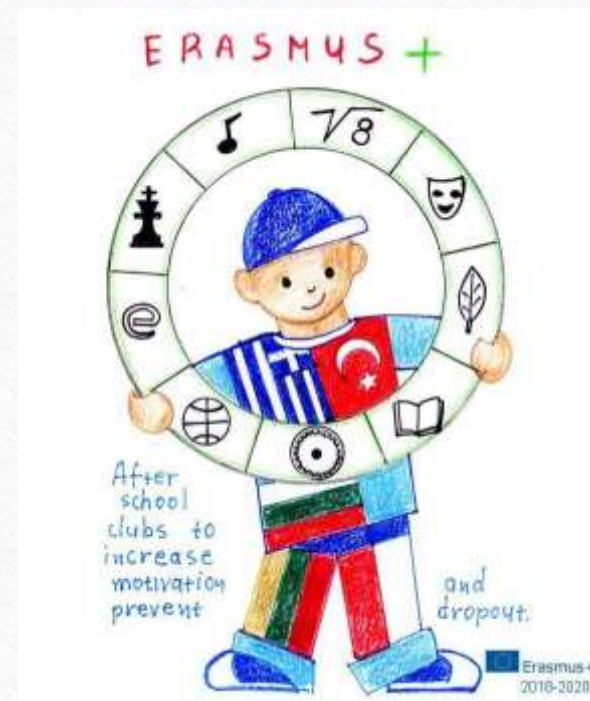


Results of the questionnaire on evaluation of the mid-second year

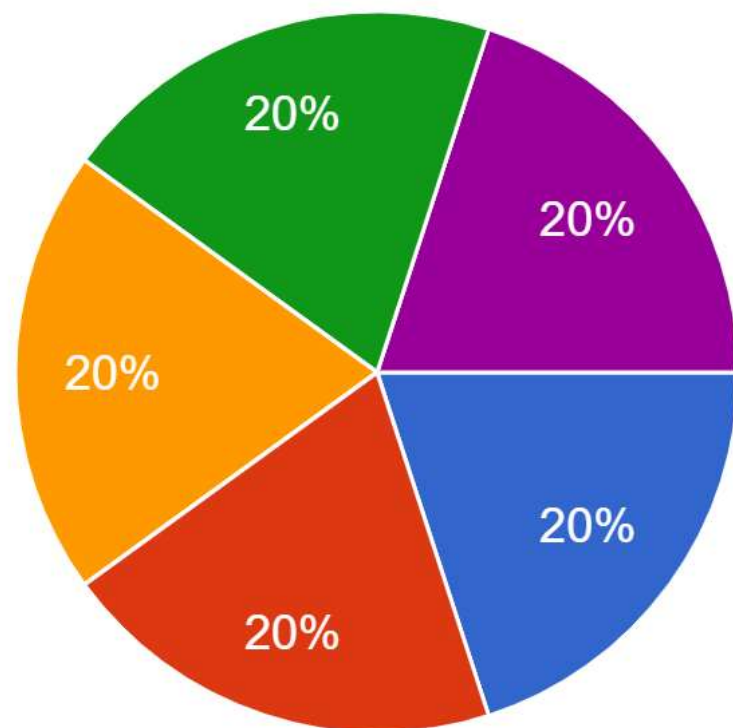


Co-funded by the
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Country

5 odpowiedzi



- Bulgaria
- Greece
- Lithuania
- Poland
- Turkey

What after-school clubs are being run in your school? – Greece, Bulgaria, Poland

- We implement to our school after school-clubs to increase motivation and prevent school dropout. Some after school clubs are being run in our school are: photography club, environment education club, art club, traditional dance club, drama club, reading club, school building decoration club, choirs club, club of sport activities and technology club.
- ICT-Club Music Club SCENCE Club ARTS Club
- photographic, chess, language (English), mathematical, IT, robotics, theater, historical, sports, choir, therapeutic, nature and ecological club

What after-school clubs are being run in your school? – Lithuania, Turkey

- To encourage students, involve them into after school activities, raise students motivation, prevent their drop out from school 19 after class hobby groups function in Utena Vyturiai progymnasium: Art, Sports (primary), sports (elementary), Folk, Self-esteem, Nature/world explorers (scientific), English is fun, Creativity, Robotics, Young designers, Young biologists, Rock group, Foto motive, Discover media, Young programmers, Pop choir, Ceramics. Also, we have established three after school spaces: Creativity club space, Interactive/Robotics club space and Percussive/Musical club space. All the spaces were adapted to the needs of students and teachers. The three rooms were provided with equipment and the necessary materials
- Art Clubs, Sculpting Clubs, Stem Education Clubs, Various kinds of Sports Clubs, Robotics and Coding Clubs

What activities have you and teachers in your school designed for students participating in the clubs?

- Students participating in the clubs are encouraged to work in a variety of pedagogical ways. We have designed various activities for them: 1. Our school, prepared innovative games and activities for team formation, acquaintance and breaking ice between the team members, to boost confidence, promote teamwork etc. 2. The students participated in a competition for the selection of the project logo. 3. In each club performs various activities: for example in the club of sport activities: football, basketball, volleyball etc., in the drama club: visits to the cinema, theater etc. 4. Teachers promote interesting extra-curricular activities in the school, such as: painting, voluntary work/cleanliness, decoration, sports activities, music and dance activities, reading book etc. 5. Our students are involved in national and European projects, etwinning projects on: environmental education, health education, cultural programs. 6. We designed visits in institutions, organizations (e.g. Nestos Delta Information Center) that provide information, material and experiential activities on the topics of the clubs running in our school (educational visits). 7. We planned to invite specialists (e.g. psychologist) to the school, specialized in issues related to school drop-out. Students participate in experiential activities. 8. We have integrated our students in the organization of school events, shows, charity events etc. 9. Students participate in dissemination activities (presentations) of the knowledge they have acquired. 10. Students created posters, decorations, exhibitions (erasmus corner). The participation of the students in the activities, increases their self-sufficiency and self-esteem. We will continue activities in the clubs, to become a model for other schools.

What activities have you and teachers in your school designed for students participating in the clubs?

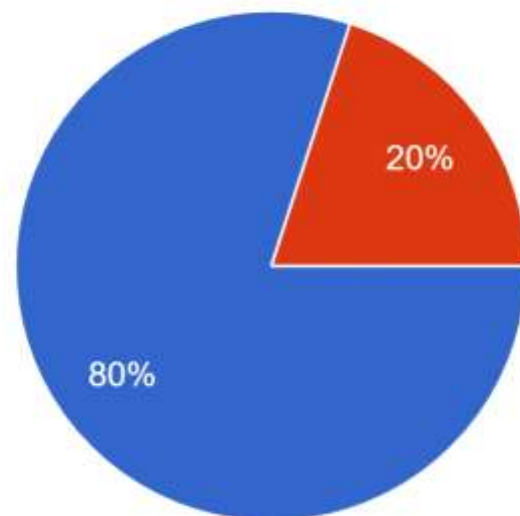
- ICT-Club- Maths activities Music Club- partner school songs SCENCE Club- Eco-Systems ARTS Club- Cards, posters etc.
- artistic workshops, trips, competitions, theater performances, film screenings, laboratory classes, eTwinning projects

What activities have you and teachers in your school designed for students participating in the clubs?

- About 75 per cent of students are actively involved in numerous after school club activities. Creativity/art hobby group kids continuously exhibit their paintings and crafts on the school hall spaces and participate in different art exhibitions and competition. ICT, robotic and scientific hobby group activities develop students STEAM skills every week providing students with the programming, constructing and experimentation knowledge. teachers encourage students to take part in the national competitions. Sports hobby groups are very popular. The following sports are developed: dodgeball, chess, basketball and football. There are two teams of girls (Ladygoal). School sportsman achieves very high results. Social-emotional skill development hobby group attracts students who are interested in developing of communicational and self-esteem skill. Foto motive hobby group activities concentrate on fixation, analysis and description on the shot pictures. English club activities help students practise their foreign language communication skills. Students attending music-related hobby groups are a constant participant of concerts, meeting and festivals.
- We have awareness that our students lack motivation to take part especially in academic disciplines, which is actually the starting point of this partnership of ours. We have seen that they show interest more in and need extracurricular activities. Therefore, we have shaped the activities according to what their desire appears as. To illustrate, we have clubs such as football, volleyball, basketball, taekwando as our students are really interested in sports.

Grade the motivation of your students participating in the clubs:

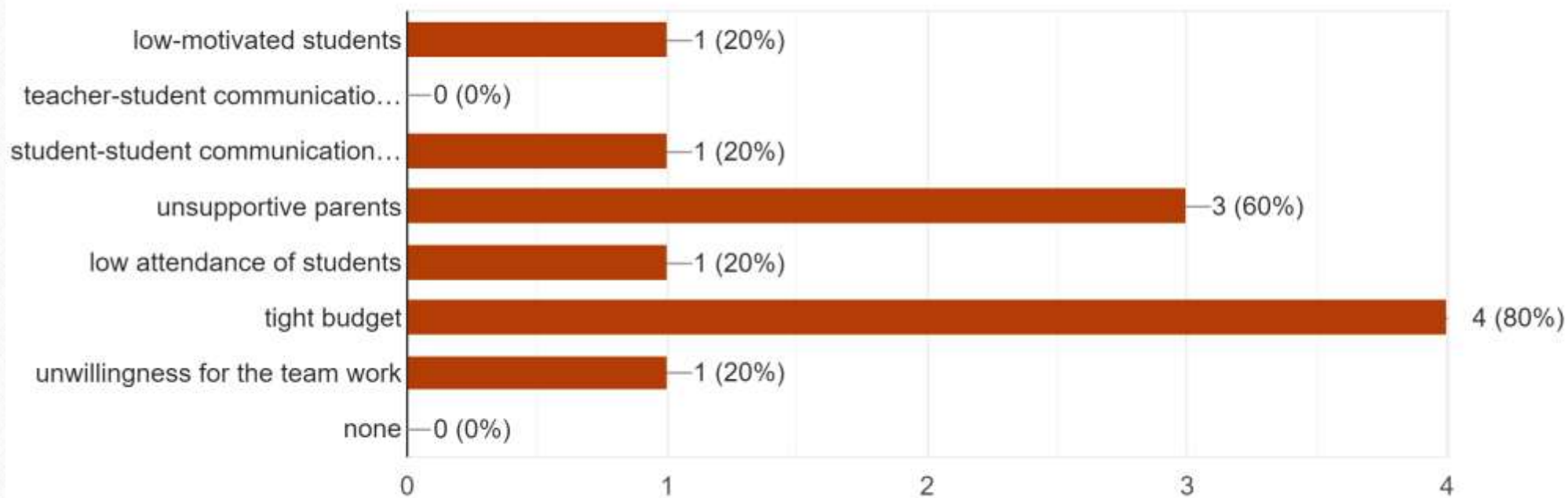
5 odpowiedzi



- Highly motivated
- Average motivated
- Low motivated

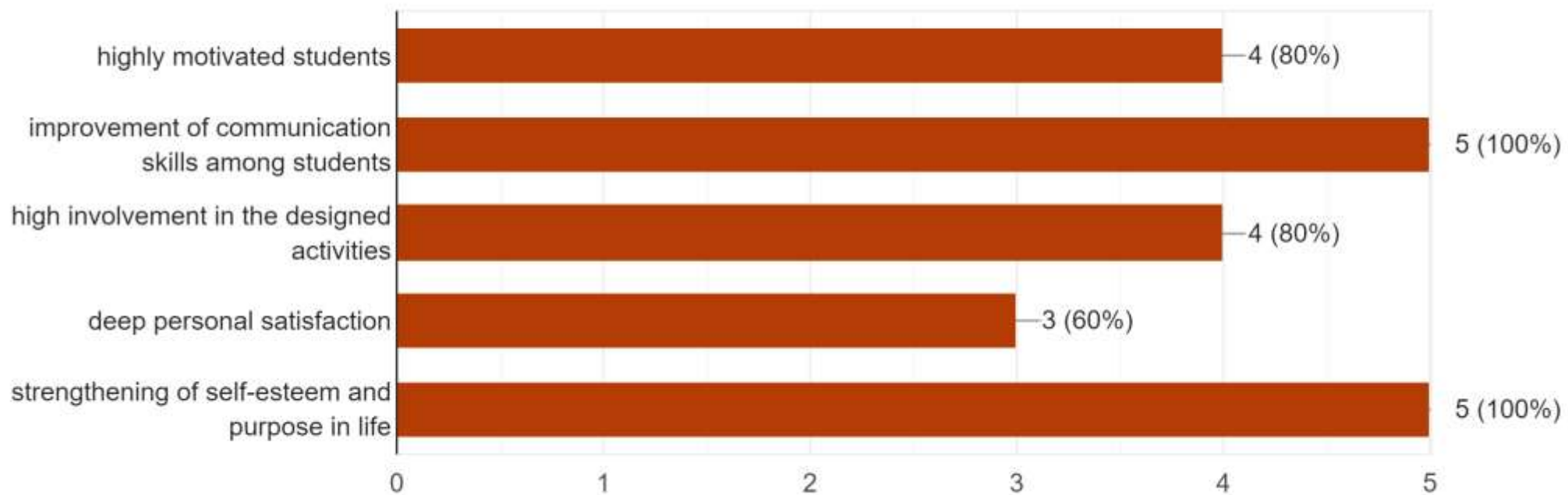
What problems have teachers in your school encountered while running after-school clubs?

5 odpowiedzi



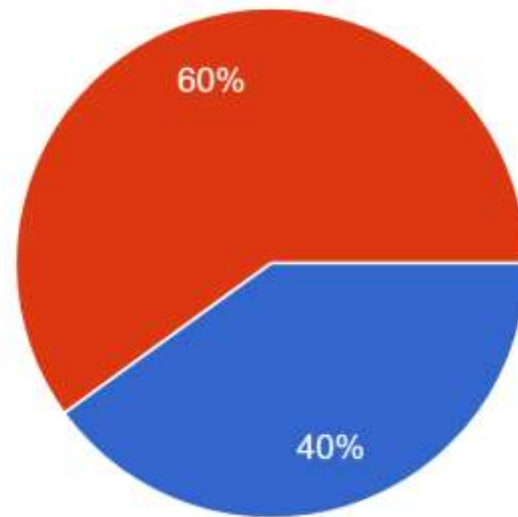
What benefits have you and teachers in your school noticed from running after-school clubs?

5 odpowiedzi



What is the degree of satisfaction when developing the activities designed while running the after-school clubs ?

5 odpowiedzi



- The activities are highly engaging and worthy
- The activities are quite engaging and worthy
- The activities are more or less engaging and worthy
- The activities are little engaging and worthy
- The activities are not engaging or worthy

What good practices have you implemented in your school after mobilities to partners'?

- We shared experiences in mobilities, in order to find solutions and strategies that can be used in everyday school life. Sharing issues within the group implies opportunities for mutual support and for the exchange of competences and experiences that may enrich and make the work of everyone easier. We implemented good practices in our school after mobilities to partners: - We encouraged group collaboration based on respect. - We have improved the human resources (teachers). They have become more flexible in the organization of after-school clubs. - We created a more friendly atmosphere among students and teachers. Students feel like home. - We implemented clubs that we observed in the partner countries. In this way, we made students more motivated and involved by addressing students who have an interest in the topic and trying to attract others, as well. By conducting specific activities with students that we learned from each partner we aimed to improve students' self-esteem, sense of purpose and identity, thus keeping them interested in school activities. In the long term, school will improve non formal education offer, by setting up new after school-clubs. - We arranged promote new extracurricular activities (painting, decoration, voluntary work, visits to museums, theatre etc) in order to create a better school atmosphere and develop in the students a sense of belonging which contributes to prevent early school leaving. - We have shown the students that the school is not only a chore, but a nice way to spend time. Students engage in the organization of school events, shows, charity events, thematic trips, visits to the theater etc. - We implemented new didactic strategies (laboratory activities, cooperative learning etc.) in order to make lessons more interesting, improve students' motivation and reduce early school leaving. - We are trying to improve the school facilities (classrooms, labs, gym etc) - We enabled acquisition of skills (ICT digital competence, team work, communication, social skills) to develop students' creativity. - The school provided students with psychological support , encouraged and assisted students at risk of dropping out of school. - The school open to parents and the local community.

What good practices have you implemented in your school after mobilities to partners'?

- After we got some ideas from partner schools and good practices we - insert the best and good practices in our school activities and lessons.
- Creation of a folk team, training for teachers about the importance of interpersonal relations in school, European and regional education, bilingualism in lessons of various subjects (soft CLILL)
- Teamwork, friendliness, good atmosphere, close relationship with student parents - from Poland Ability to develop proper dissemination of the run activities and the school - from Bulgaria Nontraditional environment use for education and after school activities
- We have observed during our mobilities is that our partner schools are good at enabling their students to assume more active roles. Previously, we had a more teacher dominant structures; however, it is now our priority to encourage our students more to be active in our instructional process. They are given tasks in which they have to work as a team, each with a different role to perform in. Accordingly, they are now showing greater interest in taking part in clubs, which we believe is one positive outcome of our project partnership

Give your opinion about how the project has been implemented so far. Give ideas, suggestions.

- We haven't been encountered particular challenges or difficulties during the implementation of the project. The collaboration in the partnership is excellent. So far during the project: -All partners created presentations or videos about: region, country, school and educational system. - Each partner did early school leaving – school dropout research. The Greek team created a presentation that includes statistics on early school leaving – school dropout, factors leading to school dropout and measures taken to prevent and deal with school dropout or what we can do in our schools to reduce school dropout. All the material was presented in the corner of the Erasmus. - The school community (students, teachers, parents) has been updated. - All partners created logos for the project and we made competition to select the best logo of the project. - Each school partner implemented after school-clubs to increase motivation and prevent school dropout. - Each partner school created an erasmus corner. The Greek team made a photo exhibition of all the after school-clubs implemented in our school and a photo exhibition of the transnational meetings. - Each partner school organized LTTA project meeting. The Greek team organized the 2nd LTTA meeting, titled “Strengthening Identity in Children – Environment Education Club”. - All partners created presentations with the results of each mobility assessment. - All partners disseminated the results of the project [articles in local newspapers or local websites or school's websites, school meetings with students, conference organization for the dissemination of project results in the school community (teachers, students, parents), creation the erasmus corners of the project, creation a fb page, an etwinning page and a website for the project, which will be updated with project material]. Ideas, Suggestions for the project: We can create materials such as: -Drop-out stories (We can conduct a survey with people who dropped out and they talked us about their experience). - A song related to drop-out. - After school-clubs magazine.

Give your opinion about how the project has been implemented so far. Give ideas, suggestions.

- Each one project planned activity is being implemented by discription of the activity and way of implementation. So far each one planned activity on project was implementated in the way they are supposed to be.
- The project is being implemented as planned. Trips are extremely valuable and train many key competences of students and teachers, especially language ones. Students are now preparing a theatrical performance in English. In addition, young people are more active in project and development activities at school, taking part in knowledge competitions about EU and English-speaking countries. It is worth organizing joint lessons with partners using Skype, e.g. mathematics, history, geography, nature, etc.

Give your opinion about how the project has been implemented so far. Give ideas, suggestions.

- School-level - as the project topic was chosen after deliberate analysis of our school community needs all the project implementation activities were adapted to the needs of the students, their parent requirements and insights of teachers the project implementation went smoothly and timely according to the project activity plan. The school community is very satisfied with the possibility to take part in activities and financial support to run them, learn a lot from transnational meetings, develop social and linguistic skills. Transnational level - activities planned to run during transnational meetings were designed and implemented according to the project application. Constant communication among partners went fluently in WhatsApp group and emails. A small drawback - it was/is difficult to agree to the date of mobilities among partners because some of them have more than two projects at once. To sum up, the project was/is very successful.
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Give your opinion about how the project has been implemented so far. Give ideas, suggestions

- Our project can safely be considered successful for different reasons. First, it contributed to the removal of possible prejudices against one another. We believe this is the initial objective of EU projects. Secondly, it has provided our students with the opportunity to develop an insight into new international structure of the world. For example, they are now aware of a necessity to improve their foreign language. However, it should have been better if we could have carried out extra activities between mobilities.