

Evaluation of the mid - term second year – report

The questionnaire was filled out by five countries: Greece, Bulgaria, Lithuania, Poland, Turkey.

1. What after-school clubs are being run in your school?

All partner countries implemented a lot of after-school clubs: photography club, environment education club, art club, traditional dance club, drama club, reading club, school building decoration club, choir club, club of sports activities, technology club, ICT club, robotics and coding, science club, historical club, chess club, English language club, maths club, folk club, creativity club, ceramics club, pop-choir club, sculpting club, STEM education club.

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

Students supervised by their teachers prepared innovative games and activities, sports activities, drama activities, painting, decorations, participation in national and European projects, e-Twinning projects on Environmental education, health education, cultural programmes, coding, Christmas cards exchange, school events, charity events, dissemination activities, creating posters, exhibitions (Erasmus+ corner), artistic workshops, trips, competitions, laboratory classes. Due to participation in those activities students are attracted and interested in developing their self esteem, creativity, they practice their foreign language and improve their communication skills.

3. Grade the motivation of your students participating in the clubs.

80% of students are highly motivated,

20% of students are averagely motivated

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

80% of teachers – tight budget

60% indicated unsupportive parents

20% indicated low motivated students, student – student communication problems, low attendance of students and unwillingness for the team work

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

„After-school clubs to increase motivation and prevent dropout” project for the implementation of activities under the agreement №-2018-1-PL01 -KA229-050748_1,
Erasmus +



100% indicated improvement of communication skills among students, strengthening of self esteem and purpose in life

80% indicated highly motivated students and high involvement in the designed activities

60% declared deep personal satisfaction

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

60% declared that the activities are quite engaging and worthy

40% indicated the activities are highly engaging and worthy

7. What good practices have you implemented in your schools after mobilities to partners'?

First of all, partners implemented the clubs they observed after the visit in the partner school. They conducted specific activities observed in partners' schools clubs'. Students were provided with psychological support to lower their risk of dropping out. Partners also indicated that very valuable were lectures for teachers about the importance of interpersonal relations in school. As well as team work, friendliness, good atmosphere, close relationship with students-parents and developing proper dissemination. Teachers working in the project also noticed the positive outcome of the project partnership in a way that developing activities in the after - school clubs makes their students be more active, interested and willing to work as a team.

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

Teachers agreed that project is being implemented as planned. Mobilities are being done, activities are being carried out, school project teams prepared presentations or videos about region, country, school and educational system. They also created presentations including statistics on early school leaving in their schools in the clubs, project website has been created, e-twinning project website, facebook page, erasmus corners, logos and dissemination of the results All the activities are extremely valuable and train many key competences of students and teachers especially language once. After school clubs were adapted to the needs of the students, their parent requirements and insights of teachers. Constant communication among partners went fluently in whatsapp groups and e-mails. It can be safely said that the project contributed to the removal of possible prejudices against one another. As well as it made all the students aware of a necessity to improve their foreign language skills. Partners suggested carrying out some extra activities between mobilities like: dropout song, joint lessons using Skype on mathematics, history, geography, nature as well as dropout stories or after-school clubs magazine.

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