



# **Monitoring and Evaluation results**

## **of the Experimentation and Valorization phase**



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## Table of contents

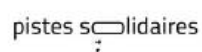
DROP'IN ACTION – Summary of the results .....	5
Introduction .....	7
The Project.....	7
What about this document? .....	9
Pre-evaluation phase .....	9
Latvia.....	9
Italy .....	10
Bulgaria .....	11
France .....	12
Which are the teachers' skills for a good school? .....	13
What kind of characteristics should a teacher have? The opinion of DROP'IN teachers .....	15
Experimentation and Valorisation phase .....	17
Teachers.....	17
Latvia.....	17
Italy .....	22
France.....	27
Bulgaria .....	31
Students .....	35
1. Lost in the Sea .....	35
2. About me .....	41
3. Abigail and Gregory .....	48
4. The Alligator River Story .....	51
5. Carousel of Professions .....	57
6. Connecting eyes.....	60
The 3 R.....	64
Name+Gesture game .....	67
Mind map .....	71
Create an Emotional map .....	76
David.....	79
The Sun is Shining on .....	82
Explore and Express a Range of Emotions .....	85
Let`s Have Our Rules!.....	88
Memory card from Neuroscience.....	90

Mountain Peak.....	93
Respond to an Accusation .....	98
Two Truths, One Lie .....	101
School director/class teacher .....	104
Annexes – Templates for evaluation .....	107
1. Teachers .....	107
1.1 Self-assessment questionnaire .....	107
1.2 Daily Logbook .....	109
1.3 Final Questionnaire .....	111
2. Students.....	113





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## DROP'IN ACTION – Summary of the results

The implementation phase of the DROP'IN activities can be summarized as successful both for the teachers and the students involved in the activities. During the experimentation phase of DROP'IN, **25 teachers** from France (5), Bulgaria (6), Latvia (7) and Italy (7) participated in the evaluation of the activities.

During their involvement, a structured system of monitoring and evaluation has been created: 1) a pre-evaluation phase, in which it has been analyzed in details their situation as teachers in their country and their classroom (deepening how they see the implementation of non-formal education in their educational setting); 2) after the conclusion of the experimentation period, a "Teachers Monitoring and Evaluation questionnaire" has been administered, evaluating the results of the activities carried out in classroom, together with their reactions and feedbacks.

The main results which came out from the evaluation are the following:

**1. Subjects:** the teachers involved in the monitoring phase were teaching all types of subjects, confirming the flexibility and adaptability of the activities and approaches used during the implementation phase.

**2. Activities:** a total of 25 activities were implemented at least once among all the countries, allowing to be adapted both at cultural and national level. Together with the cultural adaptation, the time constraints, the number of students, their learning needs and the pandemic situation were the main reasons behind some specific adaptations.

**3. Their experience:** the reason behind the choice of specific techniques were mainly because teachers wanted to teach their discipline in a non-formal way (Latvia, France, Bulgaria) and to create socialization dynamics as well as strengthen the class group (Italy). Moreover, by participating into the activities, teachers confirmed they have improved the following skills the most : creativity (Bulgaria), flexibility (Bulgaria, Italy, Latvia), verbal communication (Bulgaria), listening (Bulgaria, France), teamwork (France, Italy, Latvia), Learnability (France), adaptability (Italy, Latvia), open mindness (Italy, Latvia).

Regarding the whole experimentation, the teachers' opinions from all the countries involved provide a similar overview: as some **Bulgarian teachers** have stated, since the main task of teachers nowadays is to show their adaptability and flexibility to the dynamically changing environment, DROP'IN has been a wonderful chance with its learning offer of activities: the more diverse the lessons, the more active the students are, and this leads to greater success in learning. For **Latvian teachers**, the experimentation was useful enough for their profession, for several factors: the new chance to change pedagogical methods and their teaching approach (expressed by the majority of them); the active involvement of students; the promotion of cooperation; the self-directed learning of many activities implemented. **Italian teachers** confirmed that thanks to the implemented activities, they created a greater bond between them and pupils as well as a mutual trust. Students appreciated non formal way of learning: moreover, they learned how to express themselves as well as how to analyze and evaluate their knowledge, and focus on their future professions. Finally, in **France**, as it has happened in other countries, teachers confirmed that the activities have allowed the pupils to acquire new skills, and the teachers to have a useful and crucial experience for their profession.

As far as regarding the **students**, 667 answers were collected from the experimentation of the 25 activities in Bulgaria, France, Italy and Latvia, from students from the range of age of 12 - 18. As it has been done with the teachers' implementation, a feedback questionnaire after each activity has been administered, in order to understand the general feedback for the activities'

implementation. Generally, the feedbacks of the students for each activity were pretty positive, with students appreciating the comfortable atmosphere created by the activities and the chance this activity has provided to listen to the others or understanding their point of view. Moreover, the majority of them appreciated the alternative way the subject has been proposed compared to the “formal approach”, making the topic of the lesson more interesting and enjoyable. In order to check the specific results at national level, please, check the report relating to the country results (only in English).

## Introduction

The current document is an overview of the results of all the process of monitoring and evaluation during the experimentation and valorisation phase of the project DROP'IN (Erasmus + - KA2: Strategic Partnership | School). It gathers all the results collected during the piloting phase – from school year 2019 – 2020 and the school year 2020 – 2021 – in which the non-formal activities developed within the project were implemented. A more comprehensive results can be seen on the Online Portfolio, which summarizes the impact and the experience in each country.

## The Project

The DROP'IN project aims at preventing Early School Leaving by building on the relationship between teachers and pupils introducing non-formal education methods within a formal system, such as schools, with the aim of motivating students and making them protagonists in their learning process.

In line with the recommendations of the EU Working Group on Early School Leaving, which defines “the relationship between teacher and pupil as the strongest conditioning factor of school commitment and achievement of objectives”, the project allows teachers to be the main participants in an exchange of experiences and skills, thus enabling them to find new solutions and strategies to address the phenomenon of Early School Leaving and combat it.

The project involves five partner countries (Belgium, Bulgaria, France, Italy, Latvia), and through the work of organizations, schools, universities and public institutions, aims at creating an educational community that has an impact at local, national and European level.

### Objectives

- To create an innovative approach by taking advantage of the complementary use of formal and non-formal education methods to fight Early School Leaving.
- To train teachers on non-formal education techniques and methods to be used in the classroom with their students
- To motivate and support students and make them protagonists of their learning path
- To introduce non-formal methods in schools through cross-sectoral collaboration between organisations, universities and public institutions and municipalities.

### Expected results

The following products will be developed:

**DROP'INsight**

A quantitative and qualitative research on ESL at European, national and local level. The objective is to provide an overview of the ESL phenomenon, analyzing public policies and innovative strategies to counteract it and enhancing the point of view of teachers and the needs of educational communities.

**EDUC'Action: The Education in Action!**

A catalogue of at least 30 non-formal education techniques. The catalogue presents the activities, showing the objectives, the duration and number of participants, the materials to be used, the results to be obtained and the methods of evaluation.

**DROP'IN-volve: Teachers' Training**

A non-formal education-training programme led by experts for teachers who want to discover and develop non-formal techniques to introduce into their classrooms.

**DROP'IN Action: Experimentation & Valorisation**

An online portfolio, with the aim of transmitting and describing the experimentation developed within the project and above all making visible the results and impact of the methods tested.

**Policy Paper: DROP'IN-spiration**

A policy document with recommendations addressed to policy makers.



## What about this document?

This report gathers the results of all the process of evaluation the project targets went through during the project implementation.

During their involvement, a structured system of monitoring and evaluation has been created: 1) a pre-evaluation phase, in which it has been analyzed in details their situation as teachers in their country and their classroom (deepening how they see the implementation of non-formal education in their educational setting); 2) after the conclusion of the experimentation period, a “Teachers Monitoring and Evaluation questionnaire” has been administered, evaluating the results of the activities carried out in classroom, together with their reactions and feedbacks. 3) A questionnaire has been administered to students after their involvement in the activities, thus allowing to measure their satisfaction and related impact.

This evaluation can be summarized in the following way:

Teachers	Students
<ul style="list-style-type: none"> <li>Self-assessment questionnaire (before starting the implementation of the activities in classroom)</li> <li>Logbook (after each activity)</li> <li>Final evaluation questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation questionnaire (after each activity)</li> </ul>

Together to this set of questionnaires, a logbook has been developed to collect the experiences during the implementation of the activity.

Part of the information collected has been gathered to create the material at the basis of the Online Portfolio, whilst the other information are gathered here, since it is more related to graphics and quantitative data.

At the end of this document as annex it is possible to find the template used to gather all the information, both for teachers and students.

## Pre-evaluation phase

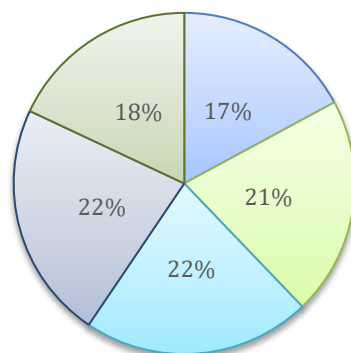
Before starting the experimentation phase, the teachers involved in the project replied to a self-assessment questionnaire that provided an overview of the approach of different countries to non-formal education and its use aimed at involving students more closely in the school activities, preventing early school leaving.

Here below the main results per country are introduced:

### Latvia

- 9 teachers teaching a wide range of subjects (such as literature, mathematics, physics, English, sports, sciences, computer science and geography) participated in this first, preparatory phase.
- The age of students they usually teach is between 11 and 18
- Their opinion related to non-formal education is the following:

What do you think about non formal education at school?  
How much are you interested in experimenting new  
learning methods in your class?



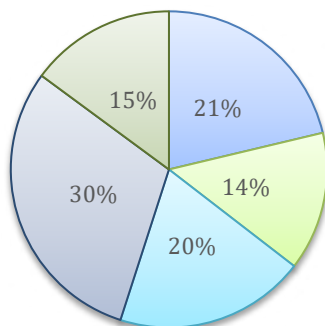
- ☐ I am familiar with new non-formal learning methods
- ☐ I think non formal education methods could give me an added value to my teaching activity at school
- ☐ I would like to acquire new tools, methods and strategies to innovate my teaching approach
- ☐ I want to support my students in their learning process
- ☐ I would like to improve the collaboration, exchange of ideas and views and create a better working climate in my class

As it is clear, the percentage of answers are pretty close, with a higher percentage related to the will of teachers in supporting their students in their learning process and – at the same time – their will in being updated with new tools and methods for their teaching approach.

## Italy

- 5 teachers of different subjects (English, Maths and Technology) participated in the preparatory phase
- The age of students they usually teach is between 14 and 18.
- Their opinion related to non-formal education is the following:

What do you think about non formal education at school?  
How much are you interested in experimenting new learning  
methods in your class?



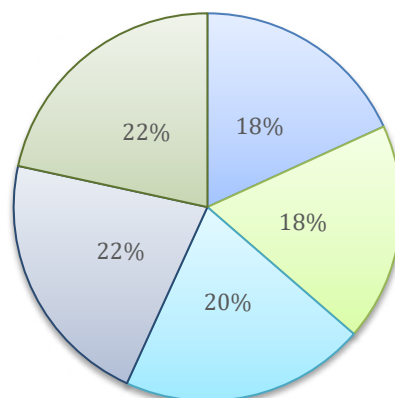
- ☐ I am familiar with new non-formal learning methods
- ☐ I think non formal education methods could give me an added value to my teaching activity at school
- ☐ I would like to acquire new tools, methods and strategies to innovate my teaching approach
- ☐ I want to support my students in their learning process
- ☐ I would like to improve the collaboration, exchange of ideas and views and create a better working climate in my class

Also in this case, the higher percentages are the same of the ones selected in Latvia, even if this group of teacher is particularly eager to improve their methods and approach, thus supporting in the best way both their profession and the students they teach to.

## Bulgaria

- **8** teachers (English, French and Russian Literature, Maths and Psychology) who participated in the preliminary phase.
- The age of students they usually teach is between 14 and 18.
- Their opinion related to non-formal education is the following:

What do you think about non formal education at school?  
How much are you interested in experimenting new learning  
methods in your class?



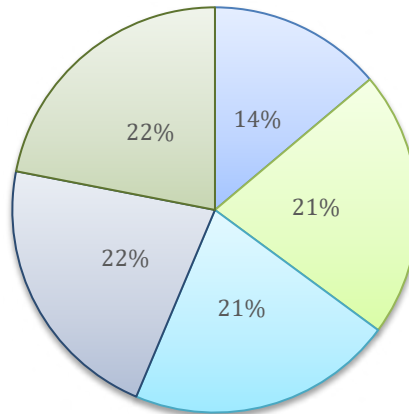
- ☐ I am familiar with new non-formal learning methods
- ☐ I think non formal education methods could give me an added value to my teaching activity at school
- ☐ I would like to acquire new tools, methods and strategies to innovate my teaching approach
- ☐ I want to support my students in their learning process
- ☐ I would like to improve the collaboration, exchange of ideas and views and create a better working climate in my class

In this case, the biggest percentage is related to their desire to improve the collaboration among their peers, in order to stimulate the ideas exchange, thus creating a positive working atmosphere as well as an effective learning environment for the students.

### France

- 9 teachers of Arts, French language, History and Geography, Sciences and Spanish participated in the preliminary phase;
- The age of students they usually teach is between 12 and 16.
- Their opinion related to non-formal education is the following:

What do you think about non formal education at school? How much are you interested in experimenting new learning methods in your class?



☐ I am familiar with new non-formal learning methods

☐ I think non formal education methods could give me an added value to my teaching activity at school

☐ I would like to acquire new tools, methods and strategies to innovate my teaching approach

☐ I want to support my students in their learning process

☐ I would like to improve the collaboration, exchange of ideas and views and create a better working climate in my class

In France, the teachers seem not to be so much familiar with the non-formal learning methods, but they'd like to improve their knowledge on the techniques and approach to improve their profession and the learning path of their students.

### Which are the teachers' skills for a good school?

Being a teacher-facilitator is different from being a teacher. Indeed, acting as a teacher-facilitator means that the teacher is no longer exclusively the source of all knowledge in the classroom. The role of the teacher-facilitator is to inspire students to take ownership of their own learning. The idea is that the teacher is there to involve, guide and encourage the students and make them aware of the knowledge they already have.

In few words, a facilitator is a person who:

- designs work sessions with a specific focus or intention;
- develops the full potential of individuals and groups;
- provides processes, tools and techniques that can speed up and make effective work in a group environment;
- maintains the purpose of the group meeting;
- helps to resolve conflicts;

- organizes and provides the structure for the work of a group;
- ensures that objectives are met;
- is empathetic;
- organizes space and time.

In order to have a successful setting up process of non-formal activities in the classroom, it's important to have certain specific skills, which are necessary to develop and/or strengthen to make this process effective.

We have classified them into 4 main area:

- **Mediation and moderation skills**, such as the ability to resolve conflict, communicate empathetically, provide structure for the group to work together;
- **Collaborative learning skills**, such as the ability to encourage and stimulate students to express their ideas and opinions, the ability to encourage group processing;
- **Collaborative assessment skills**, such as the ability to assess student performance clearly, using assessment guidelines and a variety of tools and methods tailored to individual student needs;
- **Adaptability**, such as the ability to create an environment of well-being in the classroom and the ability to adapt methods according to the context and learning objectives of the class.

*“Teaching competences are thus **complex combinations of knowledge, skills, understanding, values and attitudes**, leading to effective action in situation.”<sup>1</sup>.*

Teachers **play a very important role** in student involvement, success and capacity building. According to PISA2 research on teachers' behaviour and how this has an impact on students' learning, it shows how important it is not to rely only on teachers' qualifications but on how they **interact** with student's day after day from their willingness to change and their enthusiasm.

**Teacher enthusiasm** has traditionally been defined as a lively and motivating teaching style that includes a range of behaviours, such as **varied gestures, body movements, facial expressions and voice intonations, and the frequent use of humour**, that reflects a strong interest in the subject<sup>3</sup>. This – together with the interaction of teachers with their students – is a crucial element for DROP'IN approach.

<sup>1</sup> Supporting teacher competence development for better learning outcomes, Commission Report [https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teachercomp\\_en.pdf](https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teachercomp_en.pdf)

<sup>2</sup> OECD (2019), *PISA 2018 Results (Volume III): What School Life Means for Students' Lives*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/acd78851-en>.

<sup>3</sup> In PISA 2018 Results (Volume III) “What School Life Means for Students' Lives - Collins, M. (1978), “Effects of enthusiasm training on preservice elementary teachers”, *Research in Teacher Education*, Vol. 29/1, pp. 53-57, <http://dx.doi.org/10.1177/002248717802900120>. Open DOI; Murray, H. (1983), “Low-inference classroom teaching behaviors and student ratings of college teaching effectiveness”, *Journal of Educational Psychology*, Vol. 75/1, pp. 138-149, <http://dx.doi.org/10.1037/0022-0663.75.1.138>. Open DOI



## What kind of characteristics should a teacher have? The opinion of DROP'IN teachers

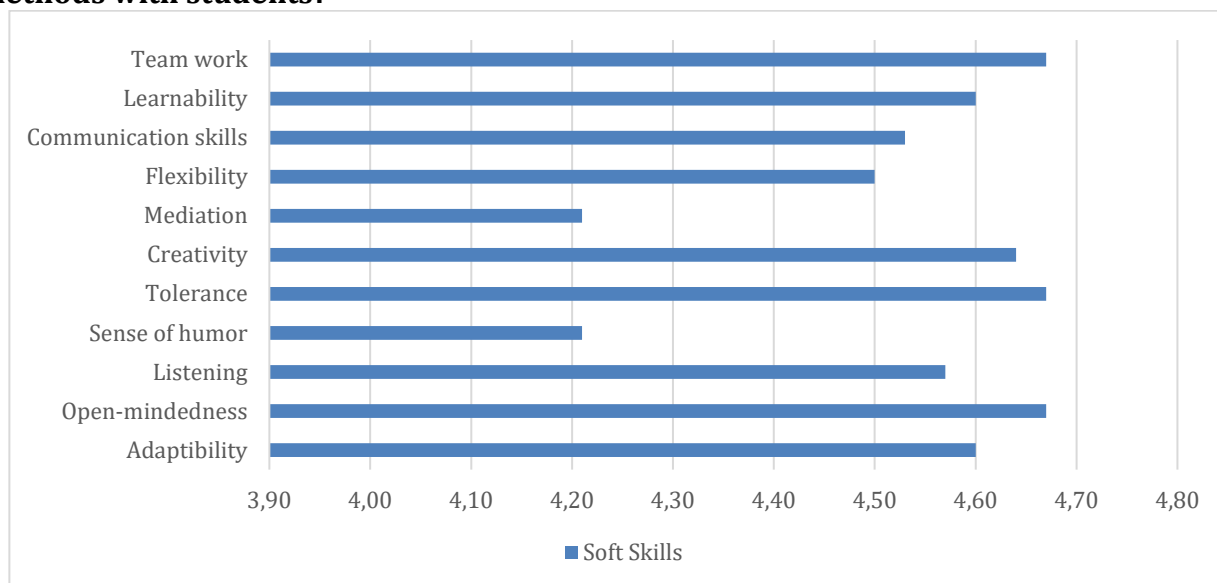
The teachers involved in our project have been asked about what characteristics would be required as teachers to ensure an effective learning experience thus being ready to understand the needs of students. The answers were pretty interesting:



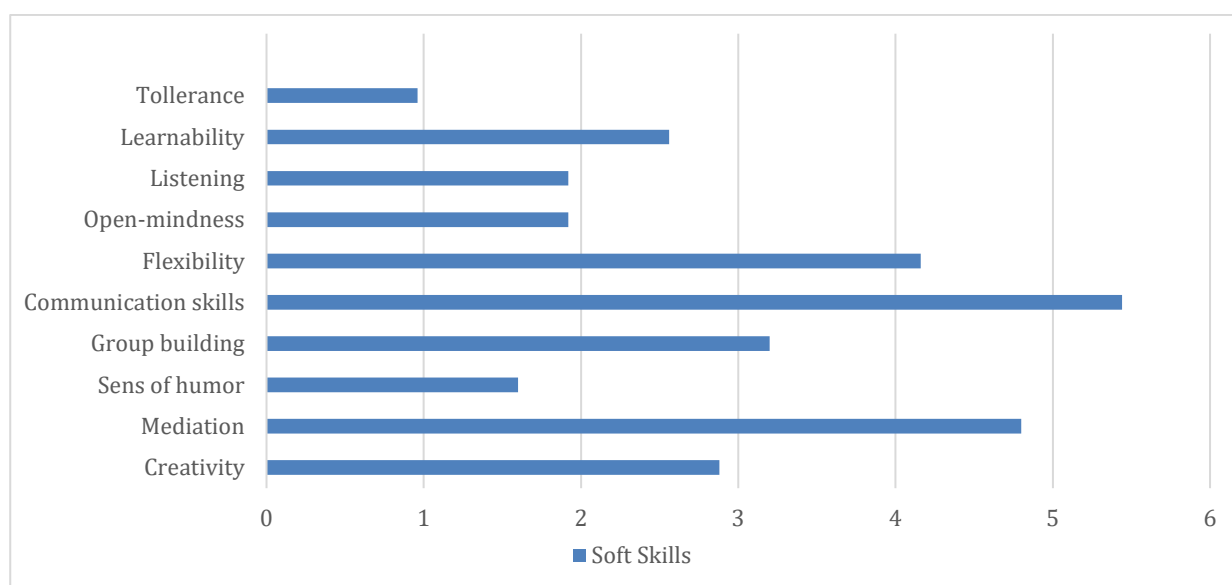
It is interesting to note that many of the qualities and characteristics reported by the teachers involved fall into the category of *soft-skills* or *transversal skills*. Nowadays, school relies heavily on so-called transversal skills. Their development is strongly requested in the students but also in the teachers' role. The teachers' mission is no longer to teach but to include the student in an articulated learning path in which he/she can develop hard and soft skills that can help him/her in human, emotional, cultural and professional growth.

During the implementation of non-formal techniques, it is necessary to develop different transversal skills that can allow the introduction of non-formal education within the school and the school system. 31 teachers involved in DROP'IN provided their opinion, giving a value from 1 to 5 expressing their disagreement (1) or agreement (5) about the soft skills they think they are useful to implement non-formal methods at school. The following results are the collective answers from all the teachers involved in this survey.

## How much are these skills important for a teacher to implement non-formal education methods with students?



## What skills would they like to improve in order to develop a non-formal path within their educational school program?



Communication, flexibility and mediation skills are the skills teachers participating in the survey think they are important to be developed within the implementation of the non-formal activities.

The path taken by the teachers participating in the DROP'IN project pointed out that one of the major obstacles for the introduction of new forms of education at school is the rigidity to go “out of the box” of the classic and traditional “teacher-student” communication system.

The analysis in fact shows us how most teachers would like to develop all those skills that make them more eager to change, both at communicational and teaching level.



## Experimentation and Valorisation phase

### Teachers

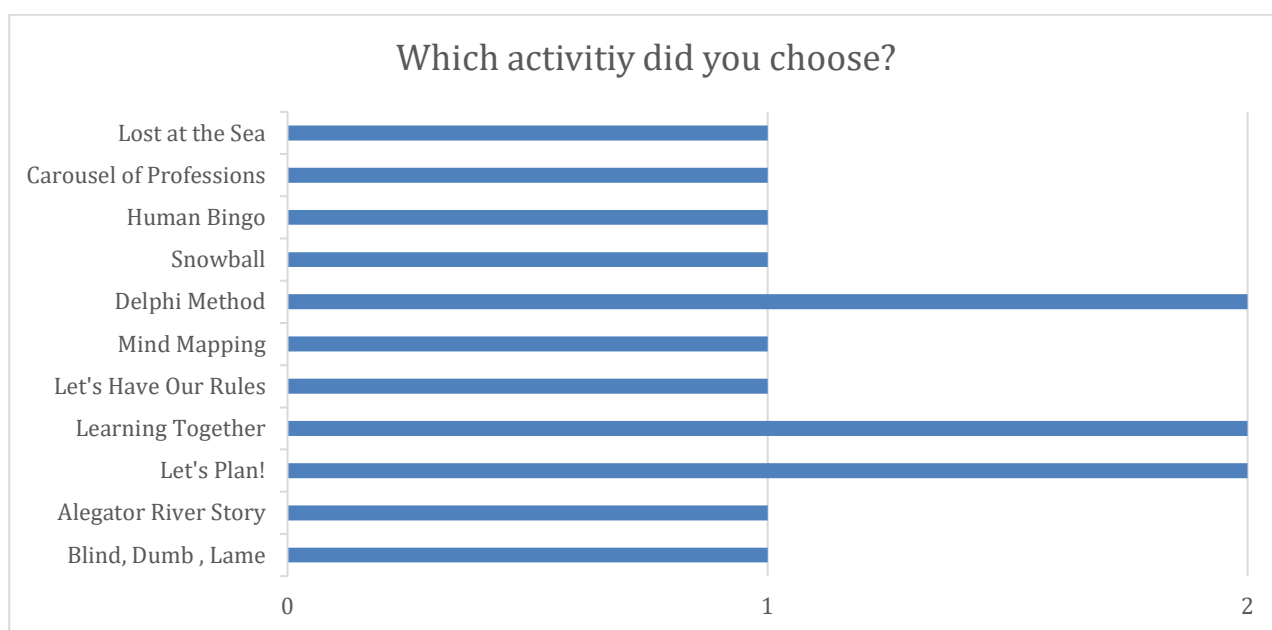
After the conclusion of experimentation phase the teachers involved in the project replied to Teachers Monitoring and Evaluation questionnaire that evaluate the result of the activity carried out in classroom and how the teachers reacted to this experimentation.

Here below the main results per country are introduced:

### Latvia

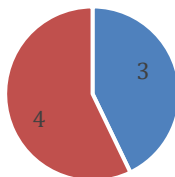
**7 teachers** teaching a wide range of subjects (such as Literature, Latvian language, History, Physics, Sports, Natural sciences, Chemistry, Biology and Geography) participated in this experimentation phase in Lejasciems Secondary School and Tirza Primary School.

The activities that they choose were the following:



Among all the activities, the most chosen ones were Delphi Method, Learning Together and Let's Plan!.

You have chosen this activity for



- To create socialization dynamics and strengthen the class group
- To teach my teaching discipline in a non-formal way

There is little difference between the reasons for which they chose this activities, but still the main reason was to teach their teaching discipline in a non-formal way.

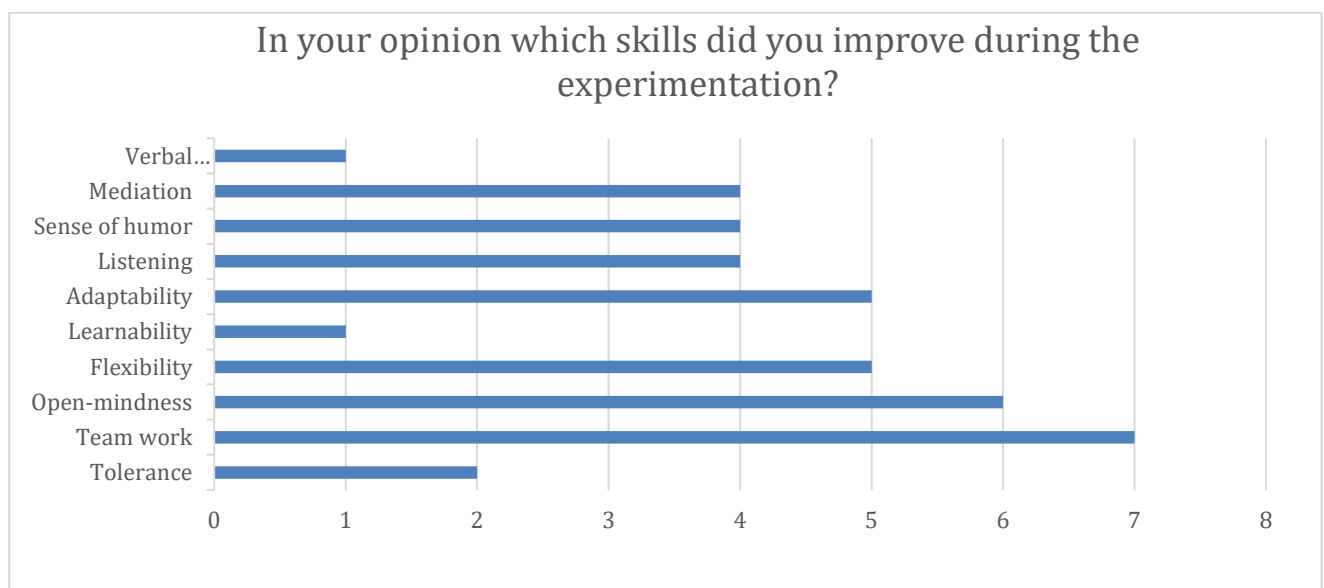
Among all the explanation of the selected methods and how these methods helped them in their classroom environment, the following statements can provide an overview of the different reasons behind their choice:

- *"In a sports lesson, students do not always understand that not everyone can be equally fast, agile, strong, etc. This method helps to understand these things very well. That not everyone is equally well endowed with all abilities, but must be able to adapt and accept"*
- *"I organized exactly this method, because issue of the method is responsibility, taking responsibility when it is necessary. It is easier to see the people involved and the actions through the "other`s" story. Critically evaluate the role and responsibility of each person"*
- *"Method affected an atmosphere in the class to the positive way. It was exciting to act, communicate, discuss and cooperate, pupils felt free in this non-formal environment"*
- *"Method helped to strengthen the class cohesion"*
- *"Helped to structure information, thinking"*
- *"I chose this method because I saw the opportunity to use it very widely in Literature lessons, diversifying them, making them more interesting, closer to students, creating a more informal, free and creative atmosphere, promoting cooperation and the opportunity for each class to express their views and be heard"*
- *"Any subject can be brought closer to real life and Drop In methods help to realize it, thus in the form of a game the method allows to acquire new knowledge, develop skills and attitudes. The student forgets that he / she is learning a subject, is more open to new knowledge, as well as shares his / her experience, which raises his / her self-confidence, sometimes even proves his / her other skills - in sports, music, etc."*

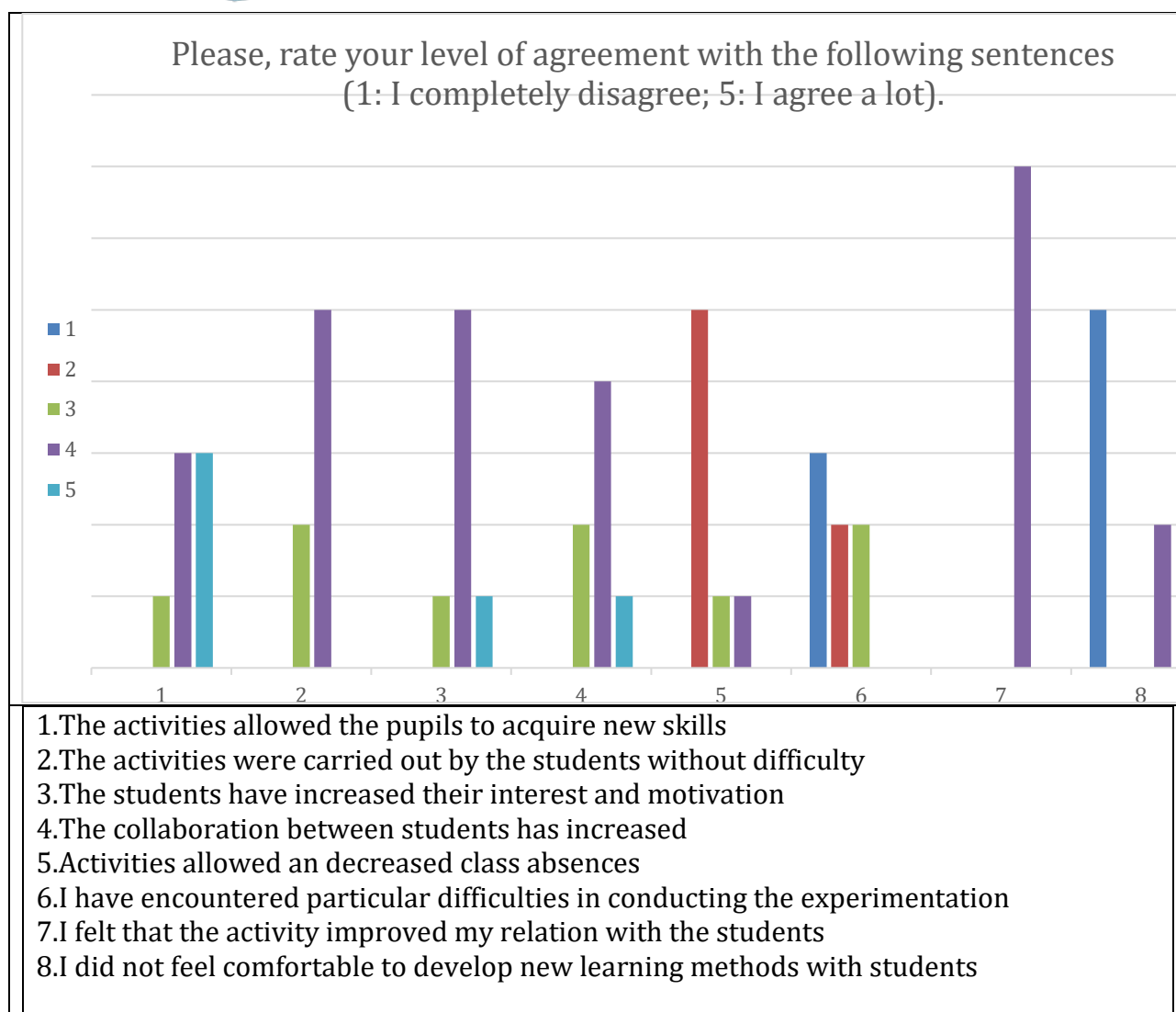
Among those ones who changed the activities compared to their original proposal, their motivations were the following:

- *"Yes, I adapted the text to the 5th class, to their reality and actual topics"*
- *"Keywords and video was used"*
- *"Just adapted to the learning needs. Added some elements from Delphi Method to the method Let's Have Our Rules"*
- *"I adapted almost every method to the topic, the peculiarities of the class (age, activities, erudition), sometimes I changed the rules depending on the number of students or due to time constraints. In Class Meeting lessons, I used more topics that allow me to solve a current relationship problem in the classroom or at school"*

Regarding the skills improved through the experimentation, teachers answered in the following way:

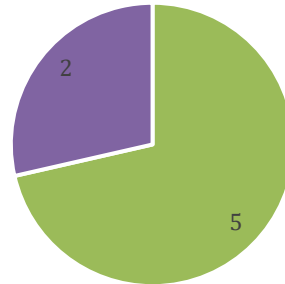


Thanks to experimentation, the majority of the teachers improved **team work, open-mindedness, flexibility and adaptability**.



From the graphs of the results of the answers shown above, it is possible to confirm that according to the teachers the activities allowed the pupils to acquire new skills; moreover, teachers managed to carry the activities out without difficulties, helping to increase the interest and motivation of students as well as the teachers-students cooperation. Finally, teachers agreed that this experimentation helped to improve relation with their students, facilitating the work in the classroom and improving the emotional climate.

As a teacher, do you think that this experimentation it was useful for your profession?



■ Not at All ■ A little ■ Enough ■ Very Much

The majority of teachers agreed that this experimentation was enough useful for their profession. Their explanation were the following ones:

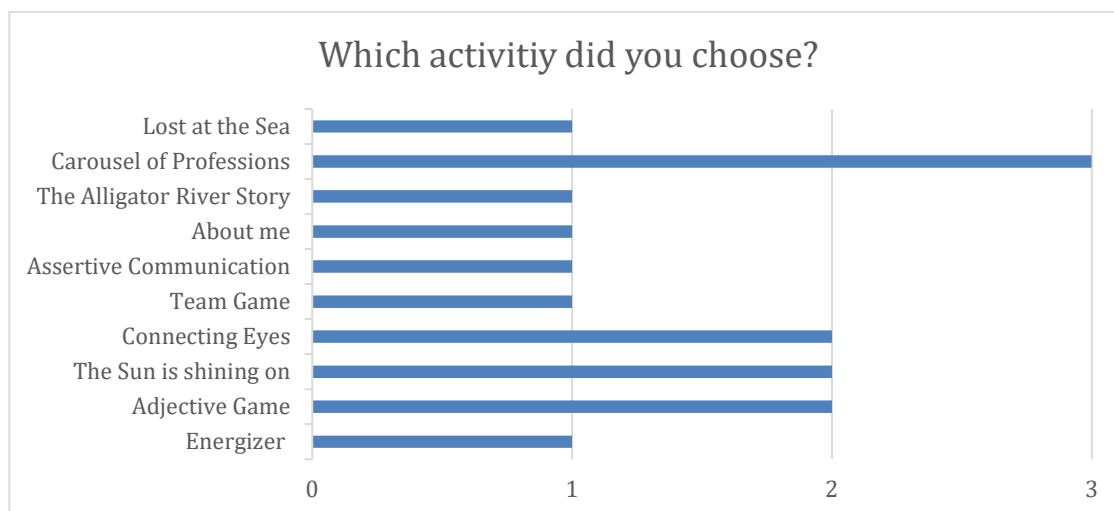
- *"It helped to differ the learning process, make it more interesting"*
- *"Use of methods in the lesson differs learning processes. Pupils are happy to get involved and such group work gives the opportunity to those who do not take part in open discussions on a daily basis".*
- *"I have improved my learning methodology"*
- *"Methods helped to differ the learning approach, youngsters liked it. Methods helped to improve self-directed learning skills".*
- *"I use non-formal education methods in everyday learning process. It helps to build positive atmosphere in class and develops cooperation skills".*
- *"Because the new approach of competences in the learning process is also focused on changing pedagogical methods, active involvement of students, promotion of cooperation, self-directed learning, and these methods are very well in line with the new requirements for the teacher, namely changing the teaching approach".*
- *"On the positive side, it is an international experience that allows us to equate our learning process with education in Europe. It was especially useful to get to know teachers from other countries and their experience in France. It provided a lot of new ideas for a more open learning process. I had used a lot of methods so far in lessons and Drop In project confirmed that I was doing the right thing. I like to modify and creatively apply Drop In methods, it gives satisfaction for my work, because the learning process becomes more*

*interesting. Drop In has creatively opened up another approach to the learning process!  
Thank you for the opportunity to participate in the project!"*

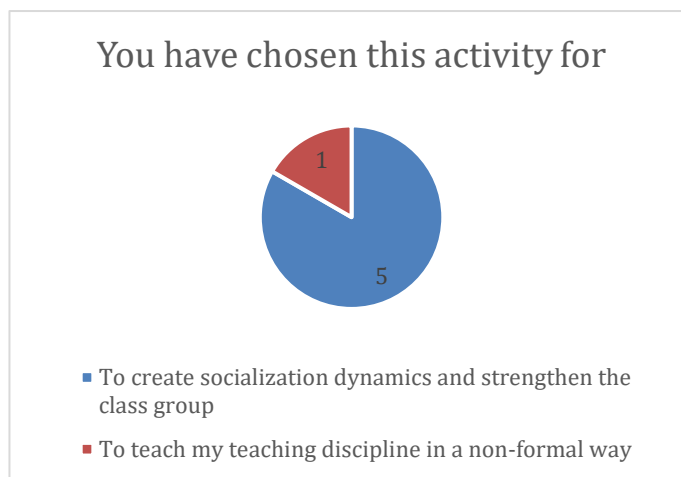
## Italy

7 teachers of English, Italian, History, Law and economics participated in the experimentation phase in I. S. "Duca Abruzzi-Grassi" – Palermo

The activities that they choose were the following ones:



In this case the most selected activities were Carousel of Professions, Connecting Eyes, The Sun is shining on and Adjective game more than once.



The main reason why they chose this activities was to create socialization dynamics and strengthen the class group.

Among all the explanations of the selected methods and how these methods helped them in their classroom environment, the following statements can provide an overview of the different reasons behind their choice:

- *"Carousel of professions promote student's understanding of the possibilities of issues related to the role of school and education. Lost at the sea is a situation game who encourage interaction among people".*
- *"The activities helped me to know better my students and their behaviour in the classroom environment".*
- *"The activity allows students to get to know each other and it stimulates a team spirit in the class. I chose this method because it creates a warm and friendly environment where participants can have fun and express themselves mentally physically and emotionally".*
- *"At the conclusion of the activity, participants will be able to collaborate as a group, and I'm sure that the activity helps to gradually improve cooperation skills. I chose it because it definitely improves communication skills in school and in life. Students and teachers should be aware that this activity is not just a game and that if it is done correctly, it works on many cognitive levels of self-perception, intention and communication".*
- *"The activity allows the participants to break the distance and creates a warm and friendly environment. It creates a warm and friendly environment where participants can have fun and express themselves mentally physically and emotionally. It helps participants develop creativity and reflexes".*
- *"Because the activity increases motivation to learn, develops self-awareness and reflection, and above all, promotes students' understanding of issues related to school disciplines and specific professions. It's related to Long Life Learning".*

Among those ones who changed the activities compared to their original proposal, their motivations were the following:

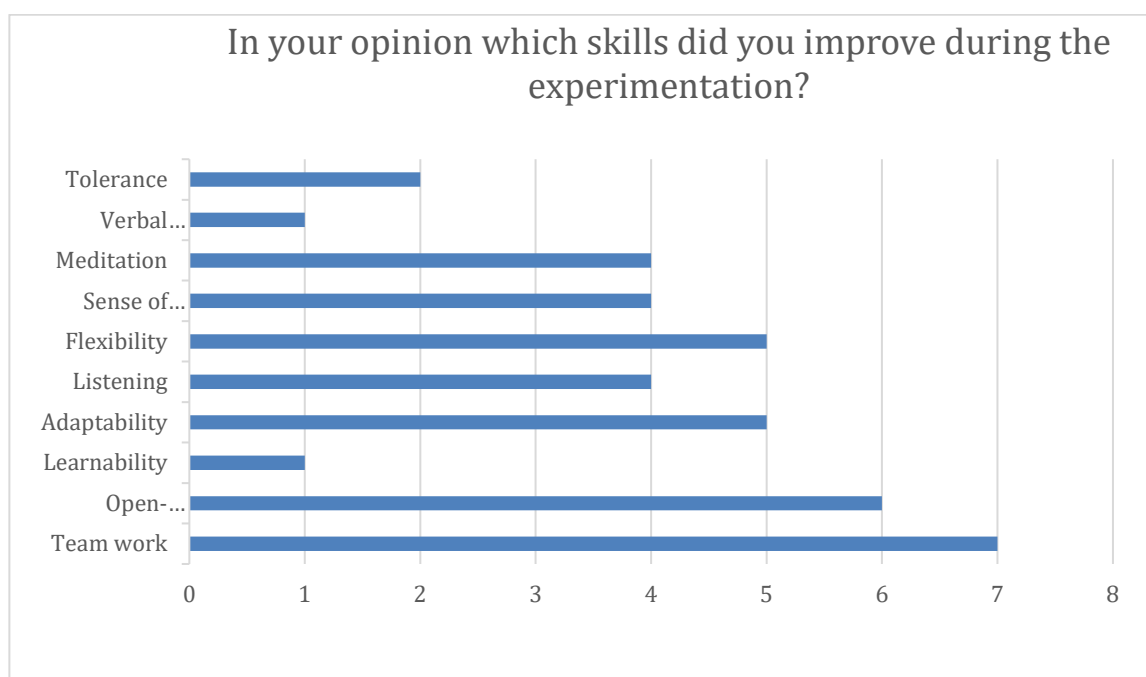
- *"I adapted the activities to distance learning"*
- *"It was the first activity we did and we wanted to keep it simple but effective, so that we decided to avoid including an adjective for each participant. We focused on name and gesture in order to stress mainly the physical movement involved in the activity".*
- *"Yes, I have. I didn't use any chairs because participants were not children. I tried to adapt the activity to the age of my students in order to make it more challenging. All the participants are standing in a circle, the leader is standing in the centre of the circle.  
The person in the middle carries commands and has to find a place in the circle to stand. Then he says "the Sun is shining on someone who...". Everyone who belongs to the category has to move and change place within the circle. The person who can't find a new place to stand within the circle is left in the middle and can start the game again".*



- *“Yes, I have. This time I divided this activity into three different lessons. Each lesson took 50 minutes. In this way, students had enough time to focus on, think, write and speak about professions. I, as a teacher, had more time to provide a variety of examples helping them to carry out the task”.*

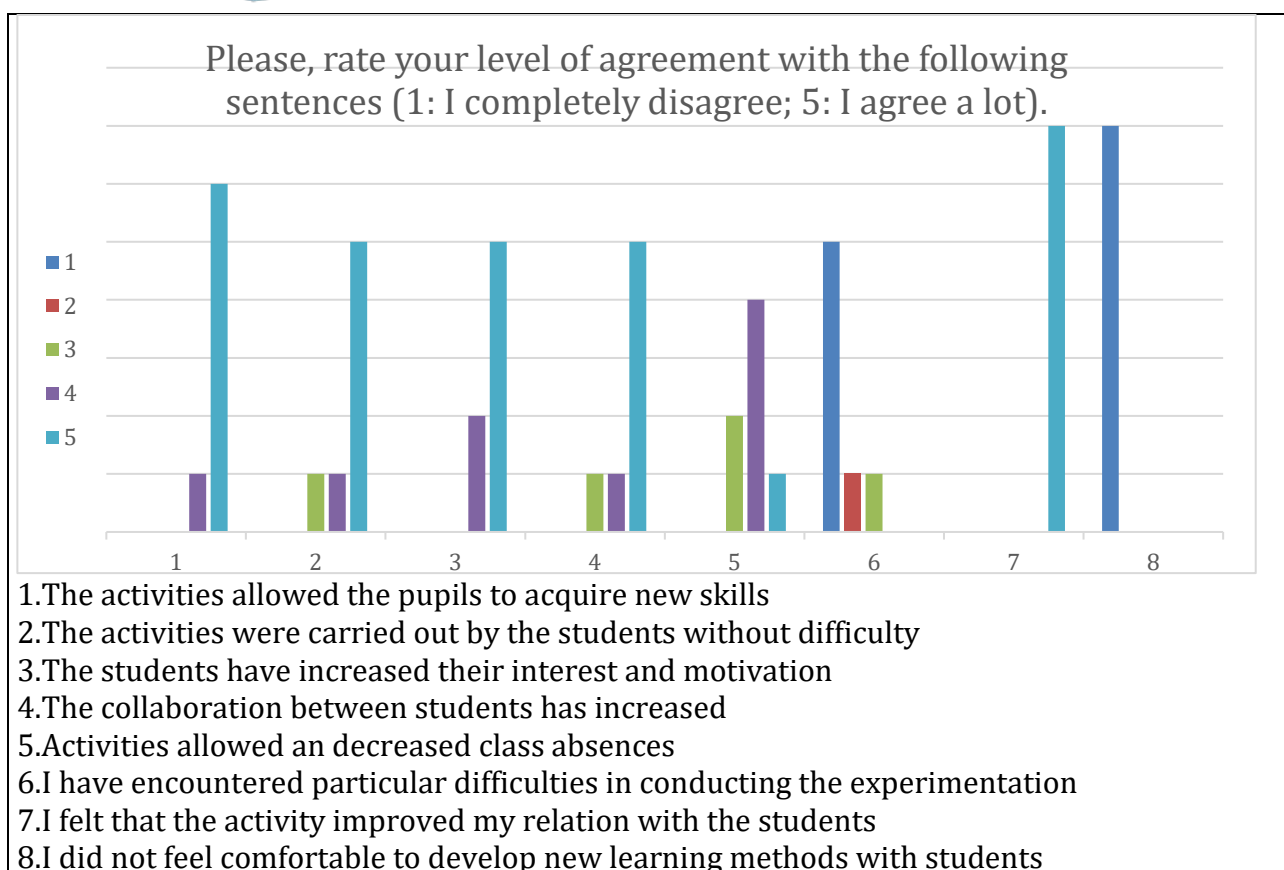
From the answers above, it is possible to say that many activities have been modified to the needs of the class – and its logistics - and to ensure an easier implementation, also in case of distance learning caused by the restrictions due to COVID-19 emergency.

Regarding the skills improved through the experimentation, teachers answered in the following way:



Thanks to experimentation, the majority of teachers improved **team work, open-mindedness, flexibility and adaptability**.





From the results shown in the graph above, it is possible to state that – according to the teachers - activities allowed pupils to acquire new skills. Moreover, teachers managed to carry out the activities without difficulties, supporting them to increase students' interest, motivation and collaboration. Teachers also agreed that activities helped decrease student absences and experimentation helped them to improve their relation with their students. Some of the teachers expressed some discomfort in developing new learning methods (but this result has been strongly influenced by the COVID-19 period).

As a teacher, do you think that this experimentation it was useful for your profession?



■ Not at All ■ A little ■ Enough ■ Very Much

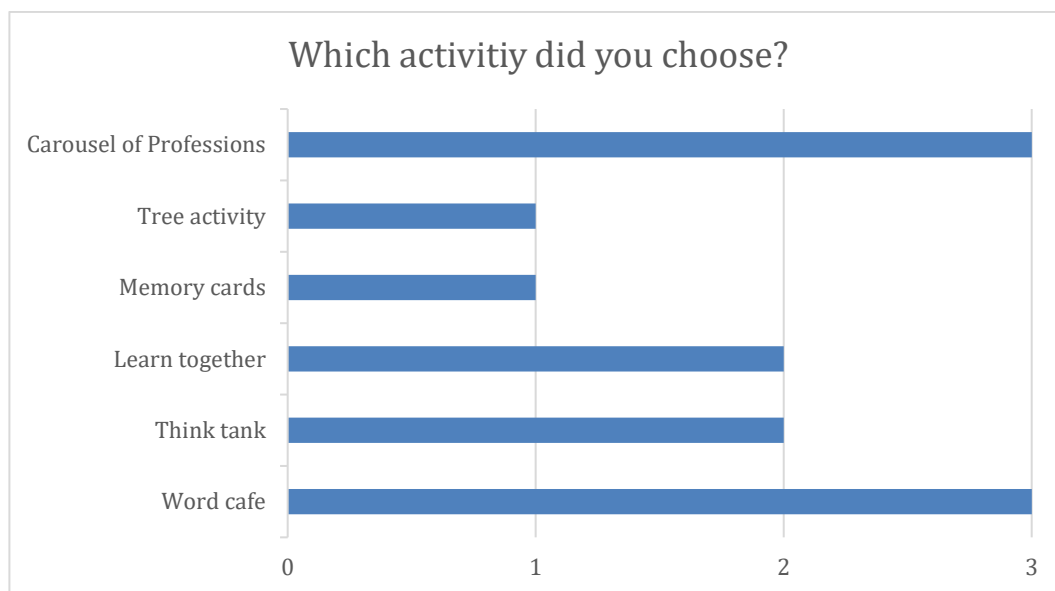
Regarding this question, the teachers were split in 2 exact halves, both positive. Their explanation to these answers is the following:

- *"I focused mainly on students' real needs in a lifelong learning perspective, increasing their motivation to learn through a series of learner-centered and funny activities which allowed them to express themselves physically and emotionally, and develop new individual and group skills".*
- *"I think the activity has created a greater bond between me and pupils and a mutual trust"*
- *"The activities allowed to know the students better and to improve their motivation".*
- *"It's a learner-centered activity". It creates a warm and friendly environment. All the participants are involved. They can have fun and express themselves mentally physically and emotionally. They can have a break from formal education".*
- *"It encouraged to maintain eyes contact and to clearly show intentions when you communicate".*
- *"Students can pay attention on what interests have been and are still important in their life. Students analyse and evaluate their knowledge, filter and choose their real interests, remember what they know about that, and finally focus on future professions. This activity has revealed that families still play an important role. New generations wonder a lot about their future but they know they can count on and be inspired by the people of their family".*

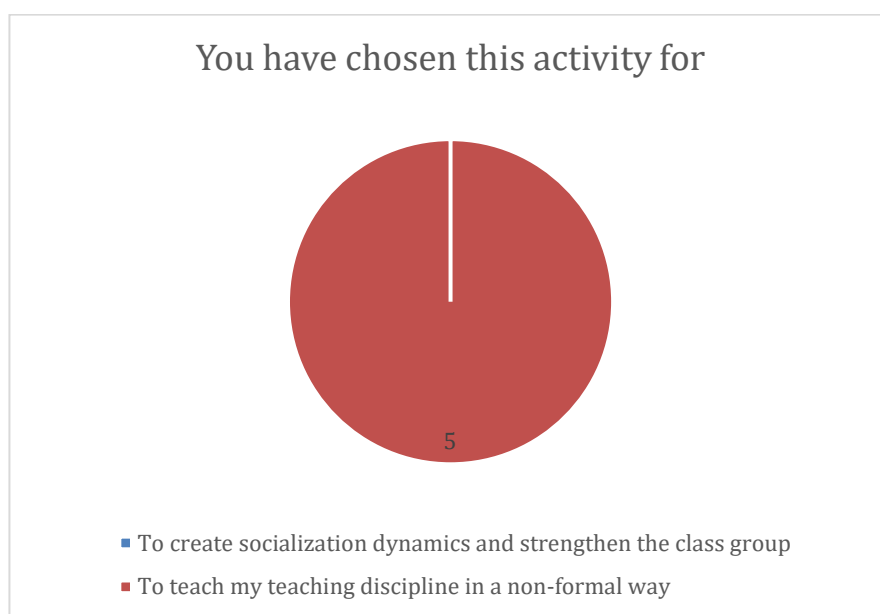
## France

5 teachers of Arts, French language, History and Geography and Sciences participated in this experimentation phase

The activities that they choose were the following:



Among all the activities, the most selected ones were Carousel of Professions and Word Café.



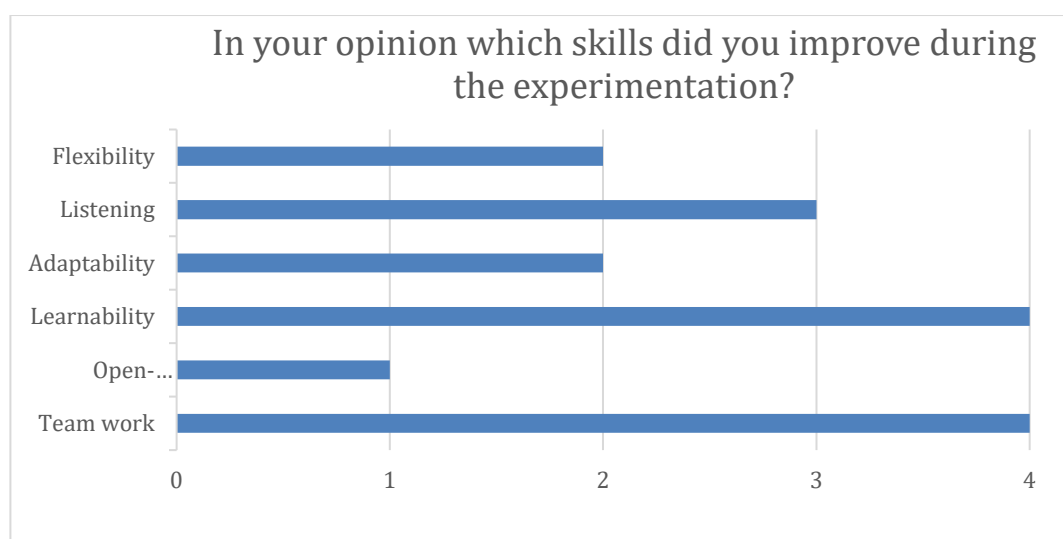
According to all the teachers participating in the evaluation, the main reason why they chose this activities was to teach their teaching discipline in a non-formal way.

Among all the explanations of the selected methods and how these methods helped them in their classroom environment, the following statements can provide an overview of the different reasons behind their choice:

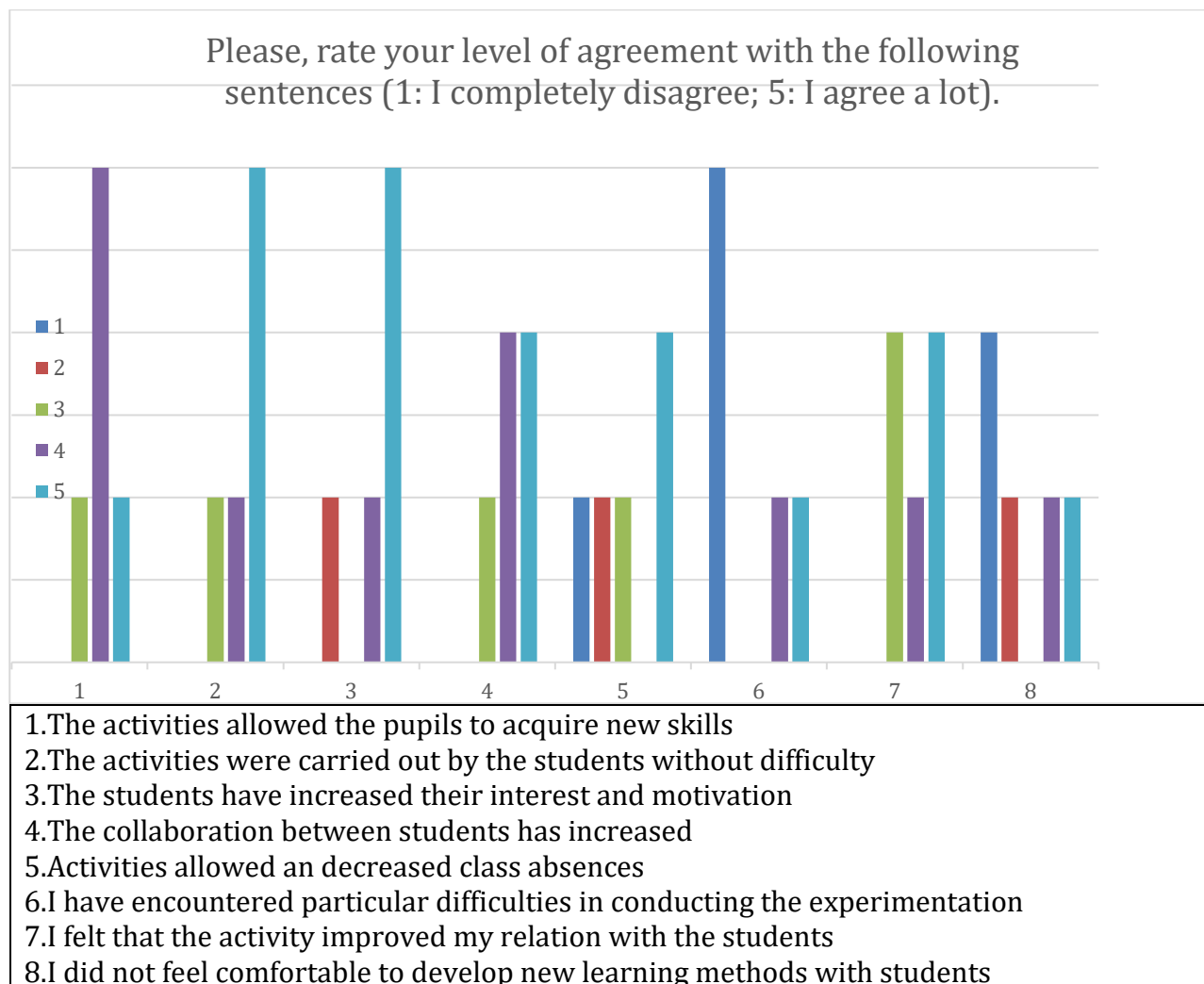
- *"It's more varied, fun and collaborative. It also kept high the motivation of students and teachers".*
- *"Especially in history and geography where it is necessary to memorize a lot and to do it in a more playful way is less repulsive to the students".*
- *"The tree activity to summarize the vocabulary at the end of the learning sequence and to see what the students had learned from it".*
- *"These methods strengthen cooperation and the will to make the group successful. Exchanges between students are more constructive and each one tries to progress in relation to an instruction that is better respected than in individual work".*
- *"These activities break the routines of traditional learning methods and undeniably generate interest among students".*
- *"This allows for a variety of learning styles and the development of interpersonal skills. However, all the activities related to the life of the group (classroom atmosphere, etc.) are complicated to implement within the strict framework of my discipline (Arts)".*

In the case of the French teachers, only one of them changed the activity to adapt it to the subject, so no major changes have been done to the original proposal.

Regarding the skills improved through the experimentation, teachers answered in the following way:

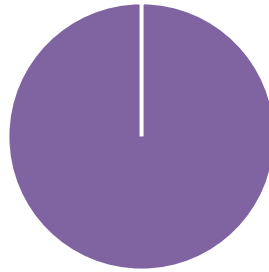


The majority of the teachers involved in the experimentation phase improved team work, learnability and listening.



From the answers shown in the graph, it is possible to confirm that – according to the teachers - the activities allowed the pupils to acquire new skills; moreover, they managed to carry out the activities with no specific difficulties and the activities were crucial to support them in increasing students' interest, motivation as well as cooperation. However, some teachers agreed that activities have not significantly helped to decrease student absences, but this can be explained to to the restrictions related to the COVID-19 emergency, which didn't allow to verify in some cases the whole efficacy of some approach for the distance learning.

As a teacher, do you think that this experimentation it was useful for your profession?



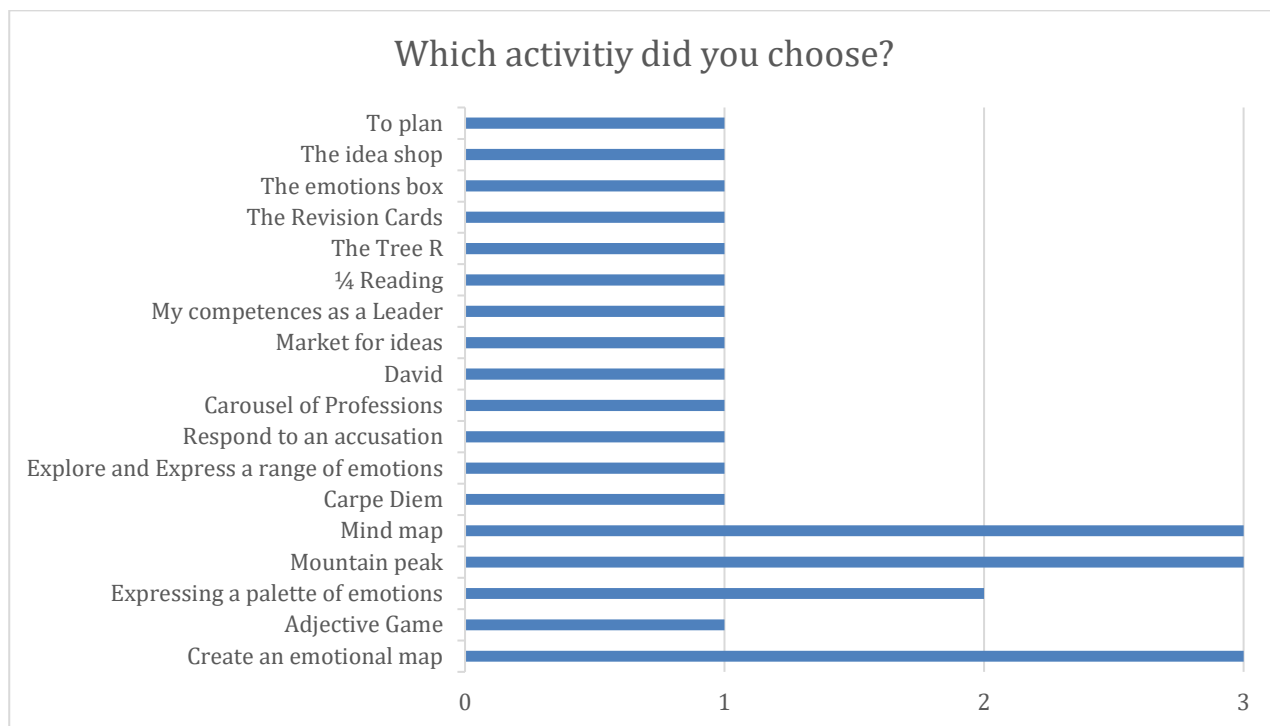
■ Not at All ■ A little ■ Enough ■ Very Much

All teachers agreed on the fact that this experimentation was very much useful for their profession. The main reasons provided by the teachers were the following:

- *"Diversify learning methods and make learning collaborative".*
- *"It allows me to renew my pedagogy".*
- *"Yes but the lockdown wasn't helpful at all to go forward in the experimentation and Yes, but adjustments have to be made and a habit has to be established. Adjustments in the implementation, in the management of inappropriate behavior of students for the word cafe for example, in the management of noise, acceptance of noise by the teacher..."*
- *"Cooperation, novelty, listening, collective progress, exchange, developing curiosity, feedback"*
- *"It is important to vary the ways of learning and to evolve one's practice. For me, the main thing to consider is time, the activity should not be time-consuming, and if it can save time or generate a dynamic, that's very positive".*

## Bulgaria

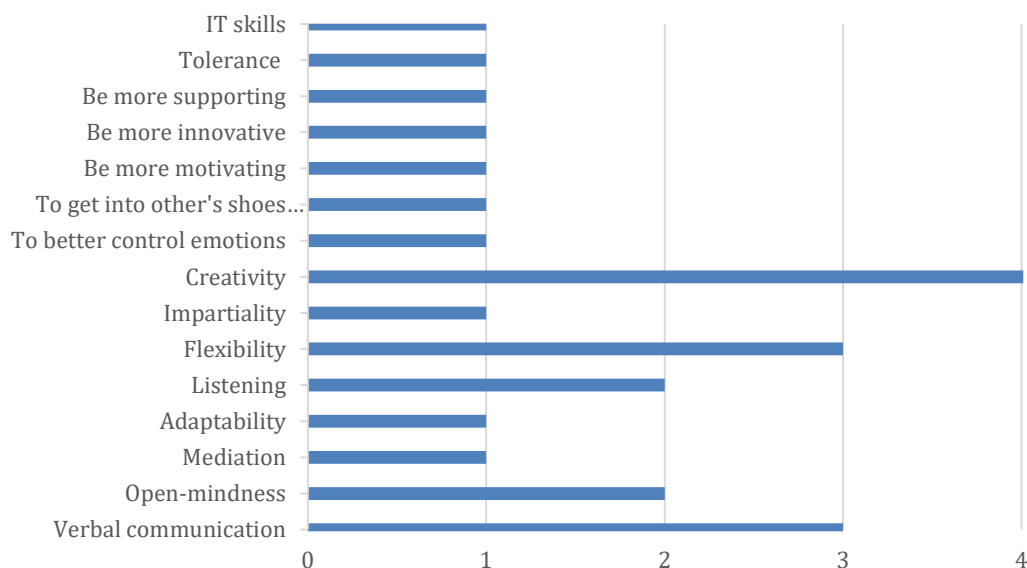
In Bulgaria, 6 teachers (English and Russian Literature, Maths and shysical education and sport) participated in the experimentation phase.



As it can be seen from the graph above, Bulgarian teachers chose many activities to be used in classroom. The most selected ones were Mind map, Mountain peak, Create an emotional map and Expressing a palette of emotions.

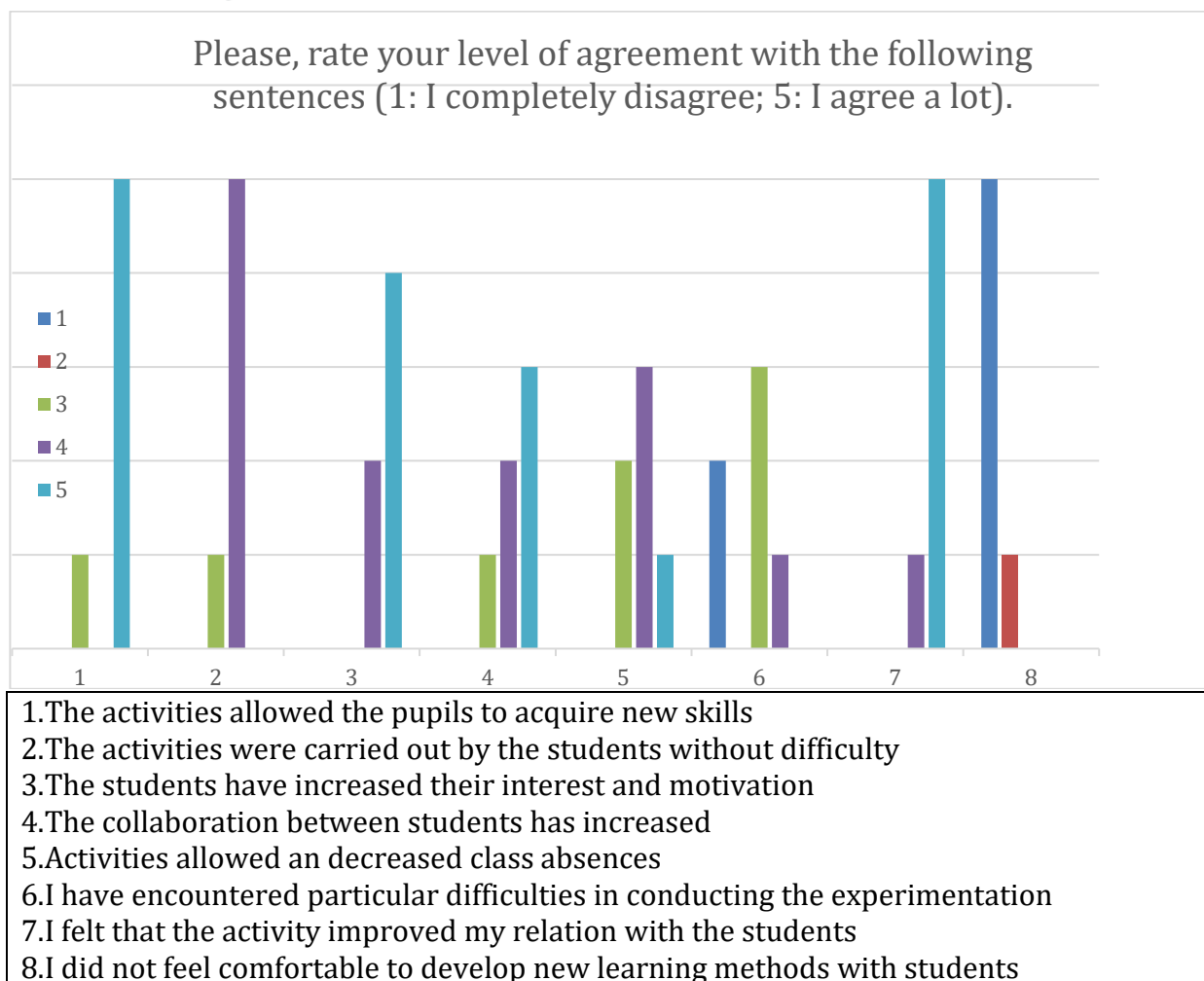
Regarding the skills improved through the experimentation, teachers answered in the following way:

## In your opinion which skills did you improve during the experimentation?



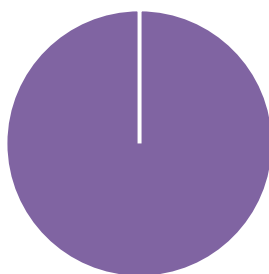
According to the teachers involved in the experimentation, this experience helped them to improve **creativity, flexibility, verbal communication, and listening**.





From the graph above, it is possible to say that according to the teachers, the activities have allowed the pupils to acquire new skills, helping them to increase their interest and motivation, as well as the students-teachers collaboration. Teachers agreed that the experimentation helped them to improve their relation with students. However, some of them didn't feel comfortable to develop new learning methods, whilst there have been a mixed feedbacks on the effectiveness on decreasing the absence of students (but as happend in other cases, COVID-19 emergency influenced a lot this period of experimentation).

As a teacher, do you think that this experimentation it was useful for your profession?



■ Not at All ■ A little ■ Enough ■ Very Much

All teachers agreed this experimentation was very much useful for their profession, explaining their reasons with the following statements:

- *"I find it extremely useful to experiment with new techniques. Everyone is different, they have a different memory, and when you manage to combine the useful with the pleasant, the good result will inevitably happen. The goal is one, but the ways to achieve it can be many and varied. Until you try, you can't figure out which one is best for your students".*
- *"I think that the use of informal methods in the classroom helps to create a greater interest in classes and the school as a whole. Teaching and learning through new and attractive activities that break traditional teaching provoke a better perception of the learning material and support a positive attitude towards the school as a whole".*
- *"Very useful. The inclusion of new techniques and approaches in training is almost mandatory nowadays. The main task of teachers is to show their adaptability and flexibility to the dynamically changing environment. The more diverse the lessons, the more active the students are, and this leads to greater success in learning the material".*
- *"As I've already explained this experimentation was really useful to me, not only because my students are now more interested in working and learning new things, but it also helped me develop my own skills as an educator. Using the different methods with which to make the lessons more interesting and innovative helped me become more flexible and creative. And using activities such as the box of emotions greatly helped me understand my students, their mental state, their thoughts on a lot of different subjects and last, but not least – their needs"*

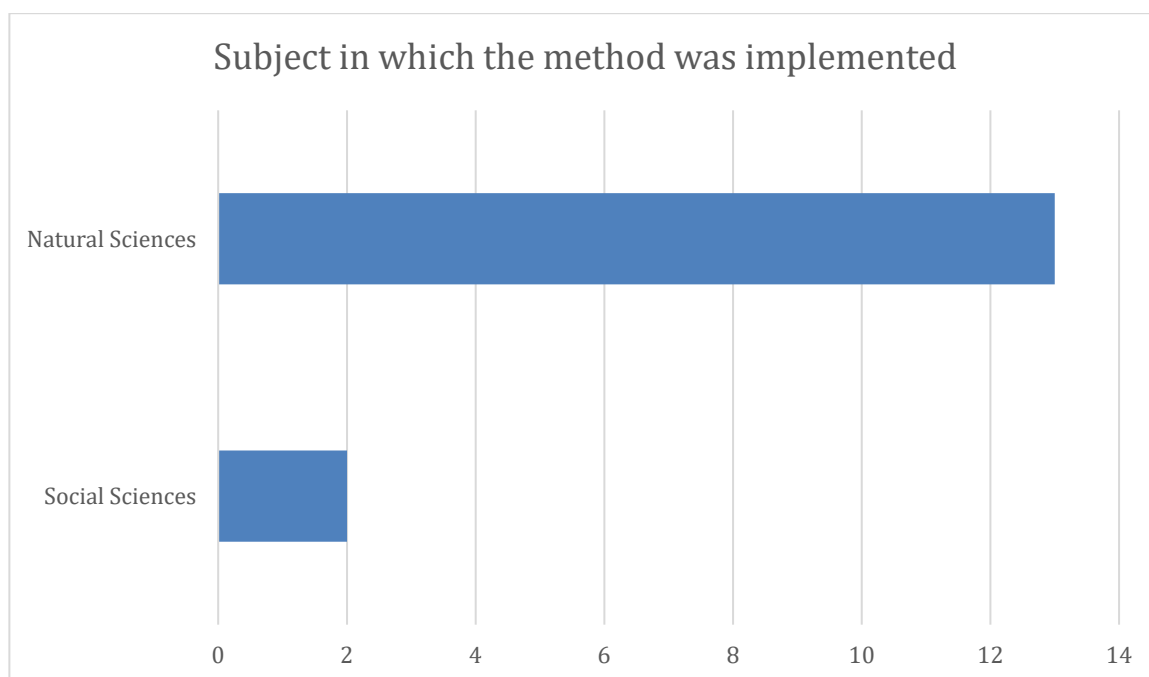
## Students

The following data gather the results of the evaluation questionnaires with the students. As mentioned before, this result were gathered through a questionnaire administered by the teachers after each activity, allowing to have an overview on students' feedbacks and opinions. In this report, for each activity implemented, the results are introduced per country. The answers are reported in graphs when it is a question whose results are quantitative. When an open question has been used to collect comments or opinion, the question has been reported, followed by the list of received comments. The results of the questions are commented when necessary. When the open questions didn't receive any answer, it wasn't reported in this document.

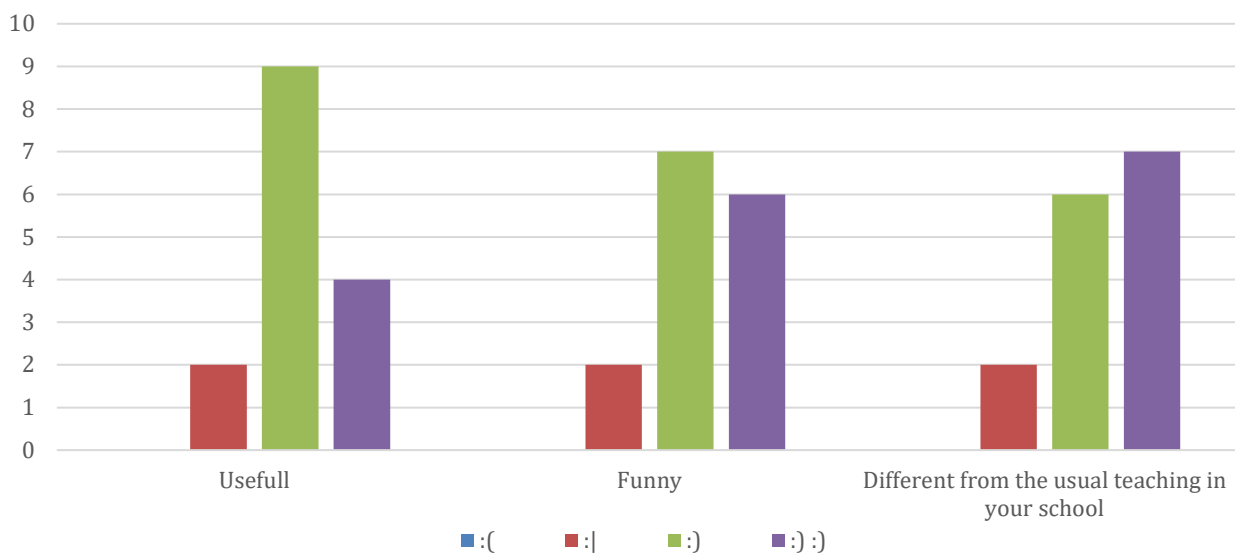
### 1. Lost in the Sea

This activity was implemented in two countries, Italy and Latvia.  
Here below the main results for country are introduced:

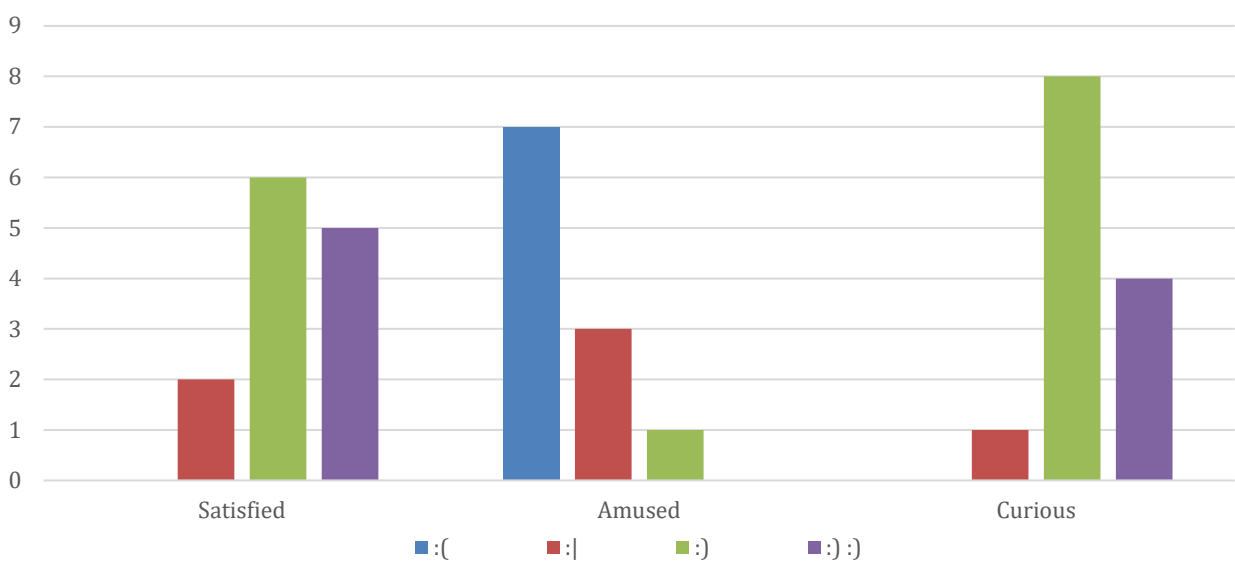
#### Latvia



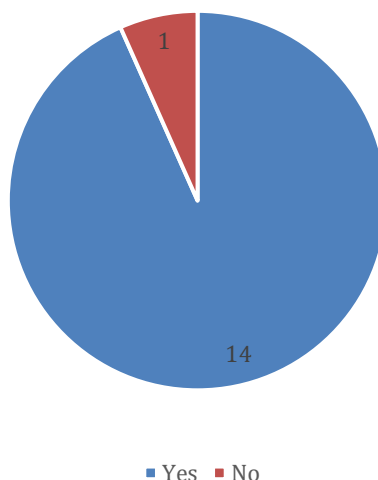
### How can you describe the activity?



### How do you feel after the activity?



Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *To watch the video*
- *When we got to know the results*
- *I liked everything*
- *The moment after the video, when there was told that those who will get less points will not survive*
- *I liked to find out something new*
- *To be aware of own capabilities*
- *That it was not necessary to write and talk*

From the answers that the students gave most of them agreed that they liked the most watching the video.

### What did you like the less?

- *Nothing*
- *I liked everything*
- *Guys were shouting*
- *Liked all*
- *Guys were loud*
- *Everything was ok*

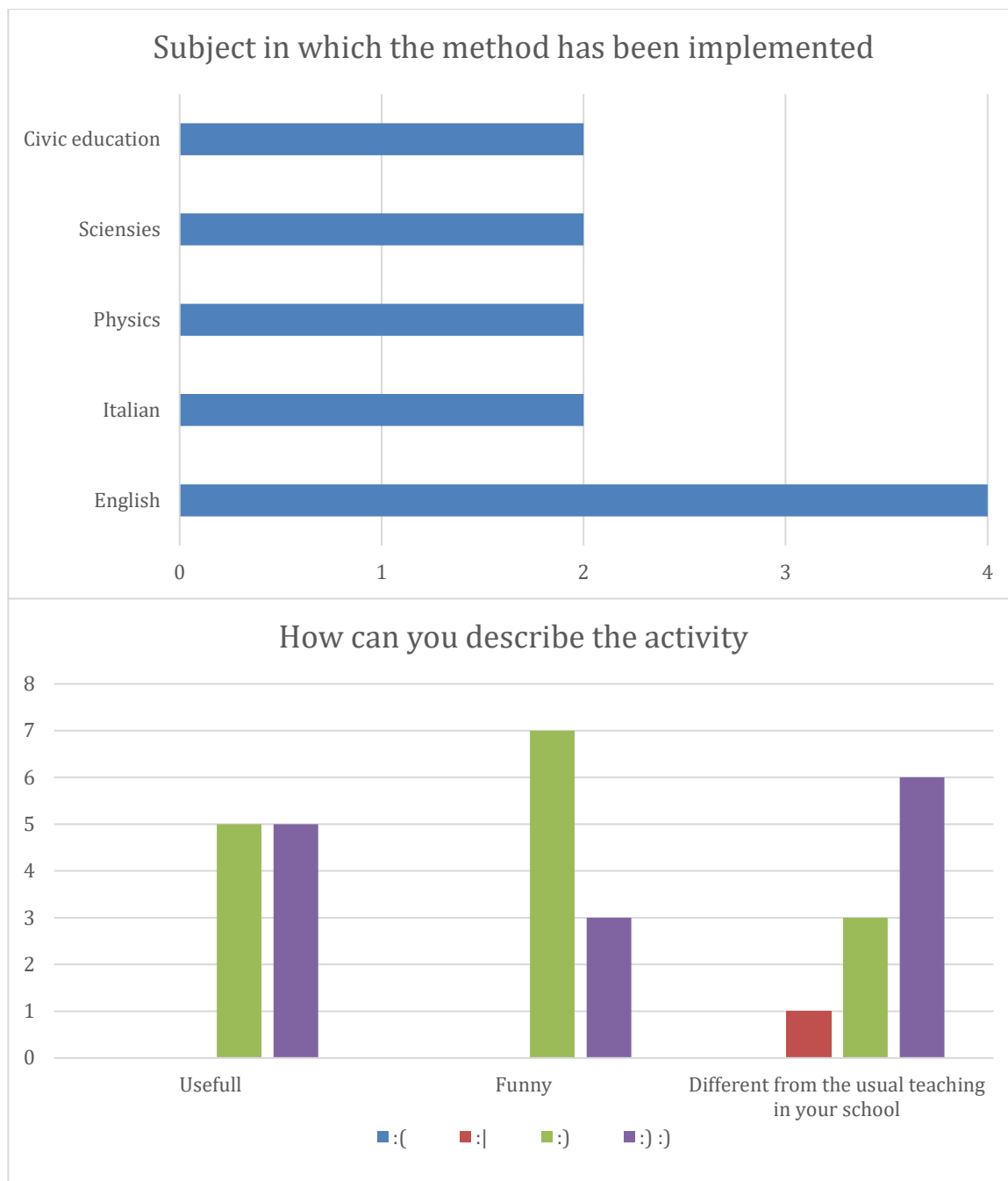
In this case most of students have replied with the same answer, just highlighting the fact the activity has been too much "loud".

### Do you have any further comment?

- No

All students gave the same answer, they do not have any other comments.

## Italy

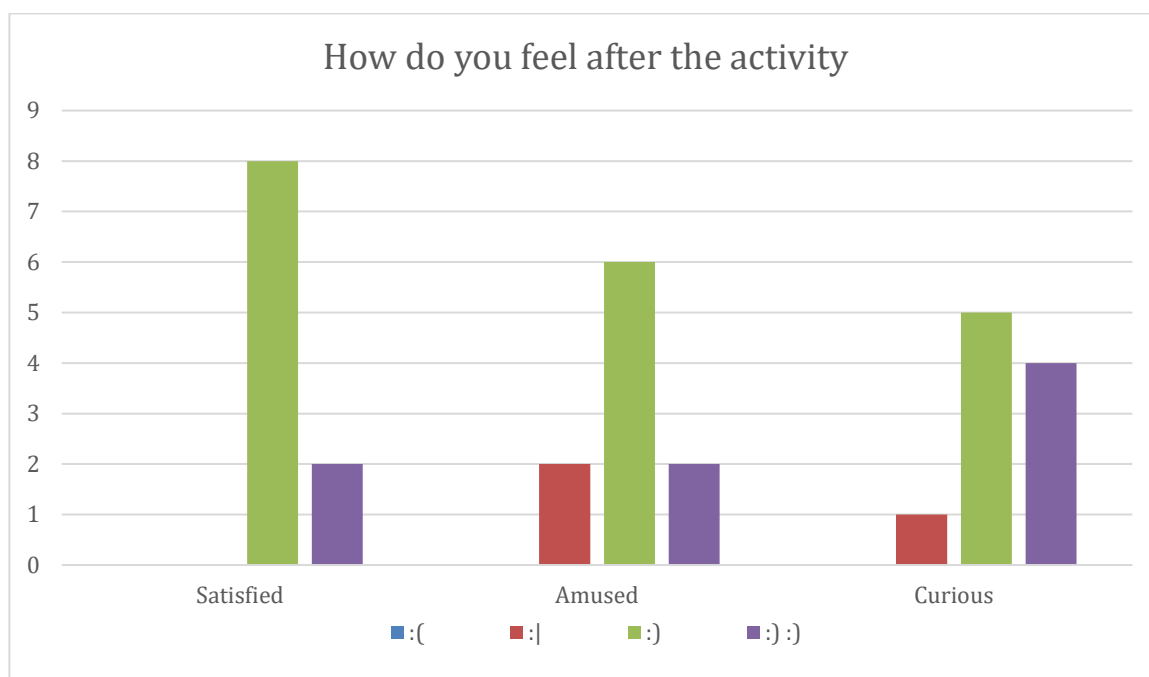
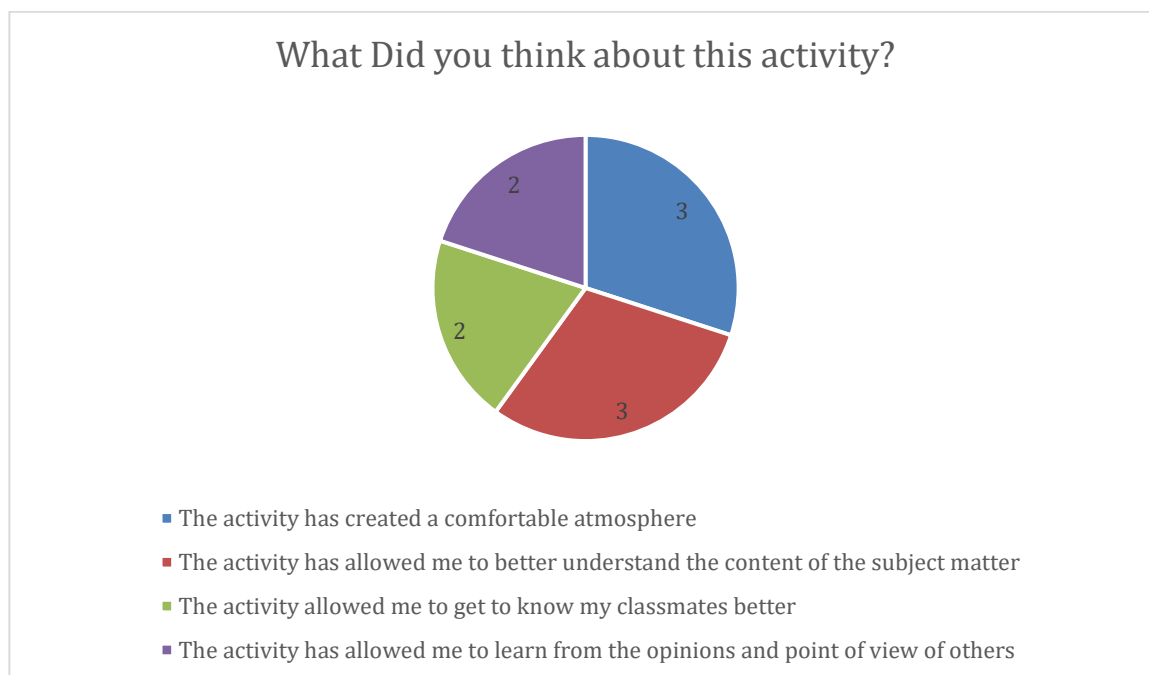


## What did you learn from this activity?

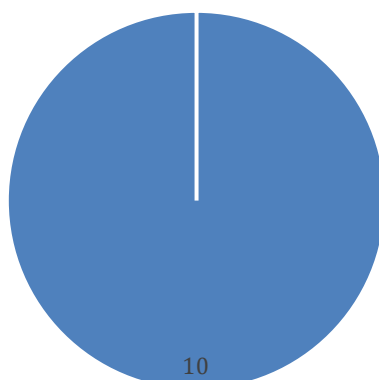
- *To survive.*
- *To reflect on what is really essential*
- *That maybe in order to survive we need something that we don't even think about.*
- *I learned that there is so much opportunity to help each other solve the problem*

- *How to say “no” with kindness*
- *To know how to choose well what I can really need*
- *That in some cases you have to be very lucid*
- *To talk to teachers about our problems*
- *That it's nice to talk about other issues with professors*

As it is clear from the answers, students learned about problem solving and how to be more opened with their teachers.



Do you want to do others non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *Work together with the teacher.*
- *When everyone has expressed their opinion*
- *Team work*
- *I enjoyed more seeing what it took to save yourself and discovering the items*
- *I liked to talk with my classmates*
- *The logic I put into it to choose the objects well*
- *Discover that objects can be used in different ways*

From the answers that the students gave, one of the main result is that most of them agreed that they liked the most working together with the teacher as well as the team work spirit and the different use of objects they know.

### What did you like the less?

- *Create a ranking.*
- *Nothing*
- *I liked all the same way*
- *there is nothing that I did not like*
- *In my opinion these activities should be done more often*

In this case some of students agreed they did not like the lack of time or they did not have some specific thing they like the less, confirming the success of the activity.

### Do you have any further comment?

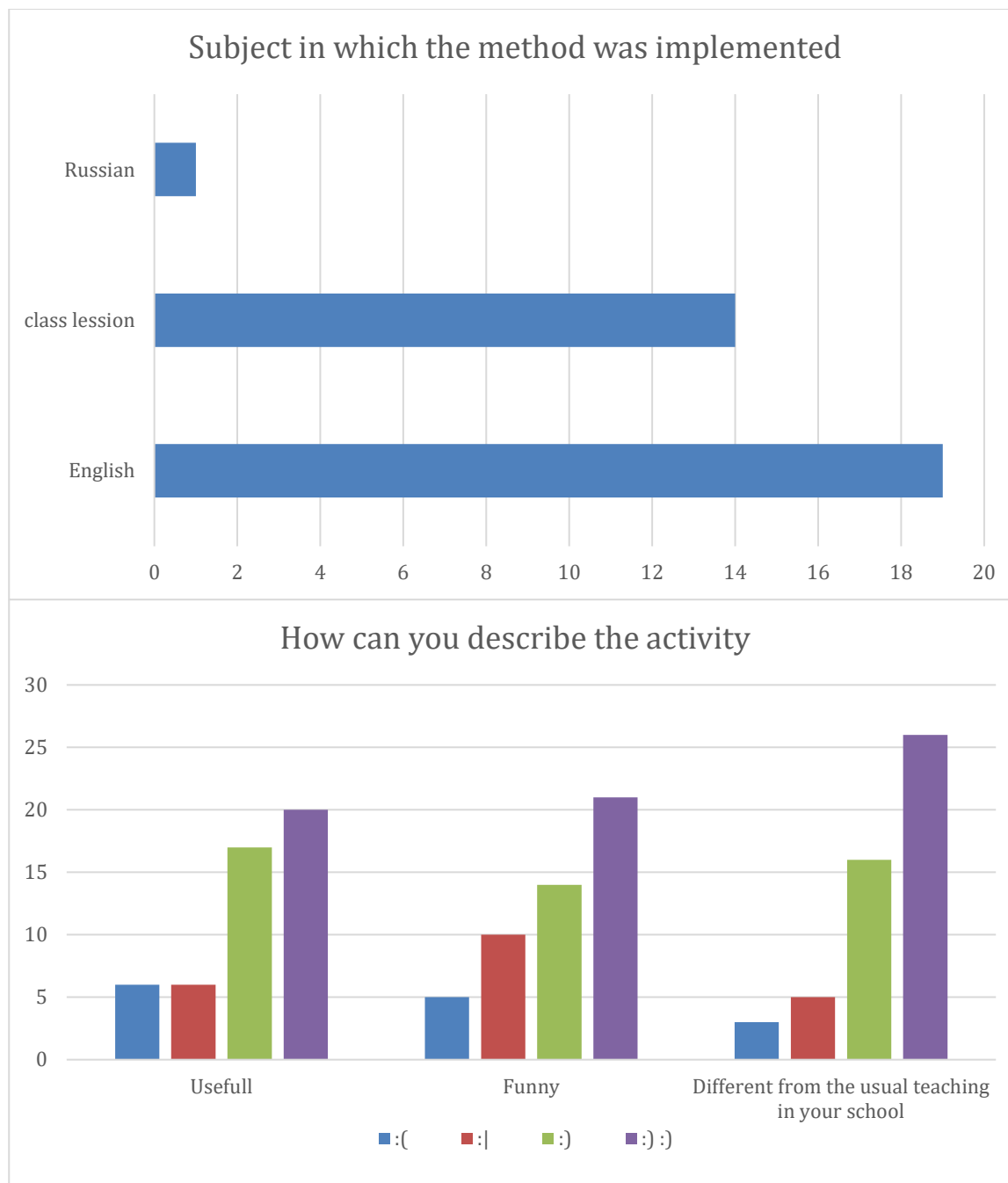
- No
- Beautiful activity



## 2. About me

This activity was implemented in three countries: Bulgaria, Italy and Latvia. Here below the main results for country are introduced:

### Bulgaria

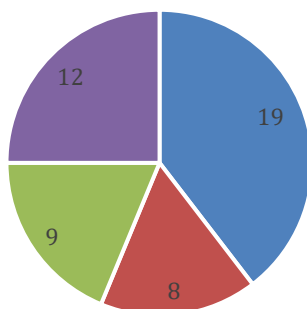


### What Did you learn from this activity?

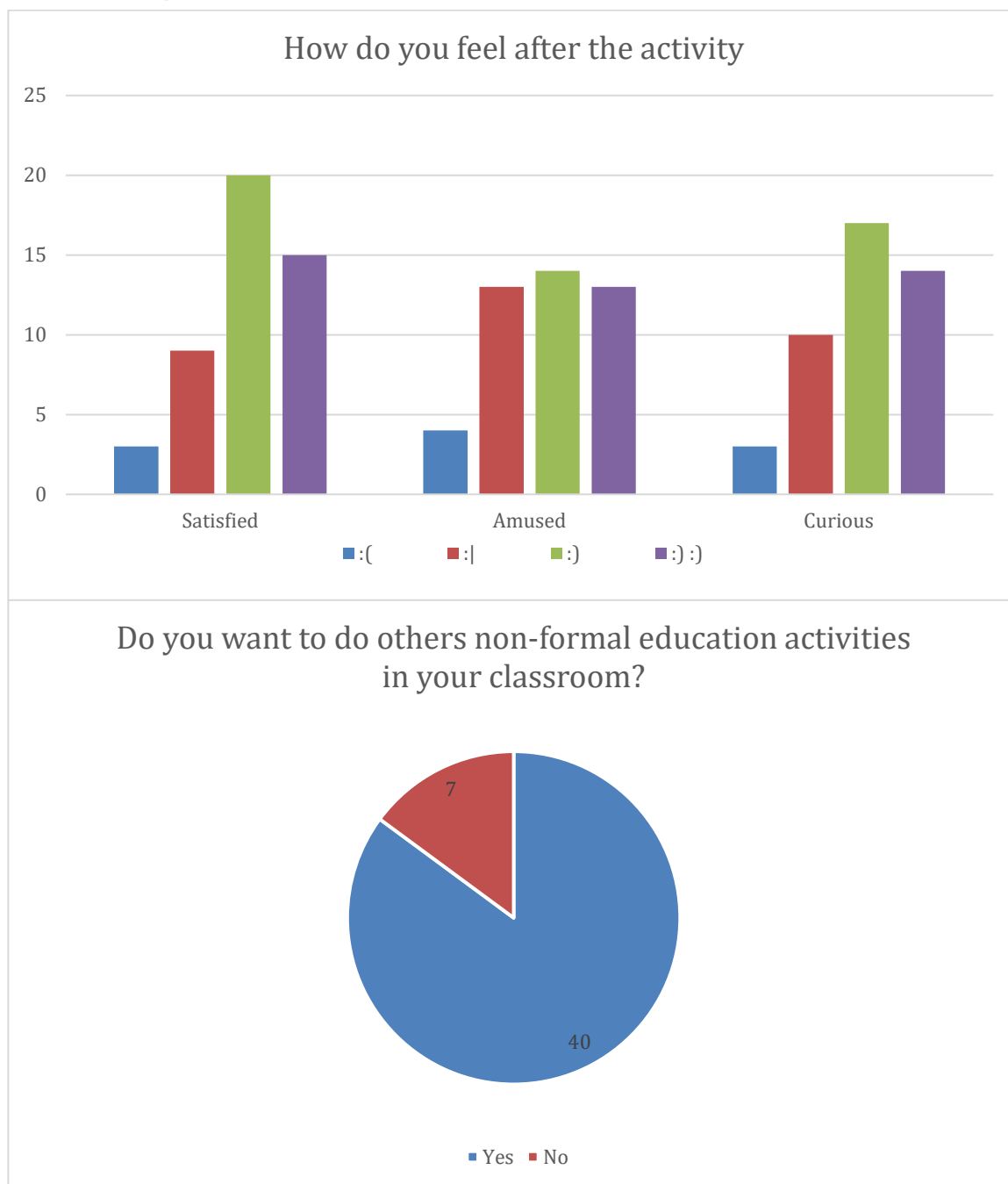
- *More things about me*
- *Lots of things*
- *To express feelings*
- *Tolerance*
- *I learned to understand myself better.*
- *Everything*
- *Nothing*
- *How to be creative*

From the answers that the students gave, it can be stated that most of them agreed that they learned more about themselves, how to understand what they feel, and how to express feelings.

### What Did you think about this activity?



- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others



### What did you like the most?

- *I don't know*
- *Hearing other's opinions.*
- *Some stuff*
- *Everything*
- *Our teacher*
- *It was very funnnnyyy*
- *Nothing*

In this case most students told they liked everything, for some of them it was a funny experience, but also a big part of the students didn't specify a specific element to be taken into account.

### What did you like the less?

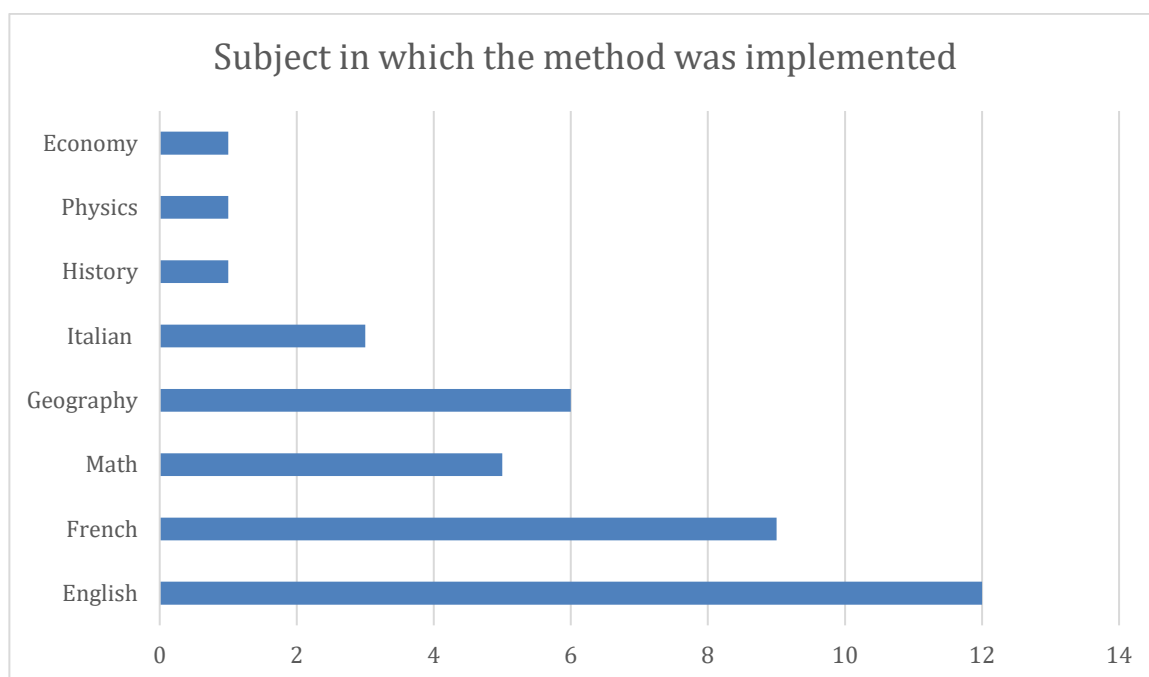
- *Nothing*
- *I don't know*
- *That some people are annoying in class*
- *The people in class are interrupting sometimes*

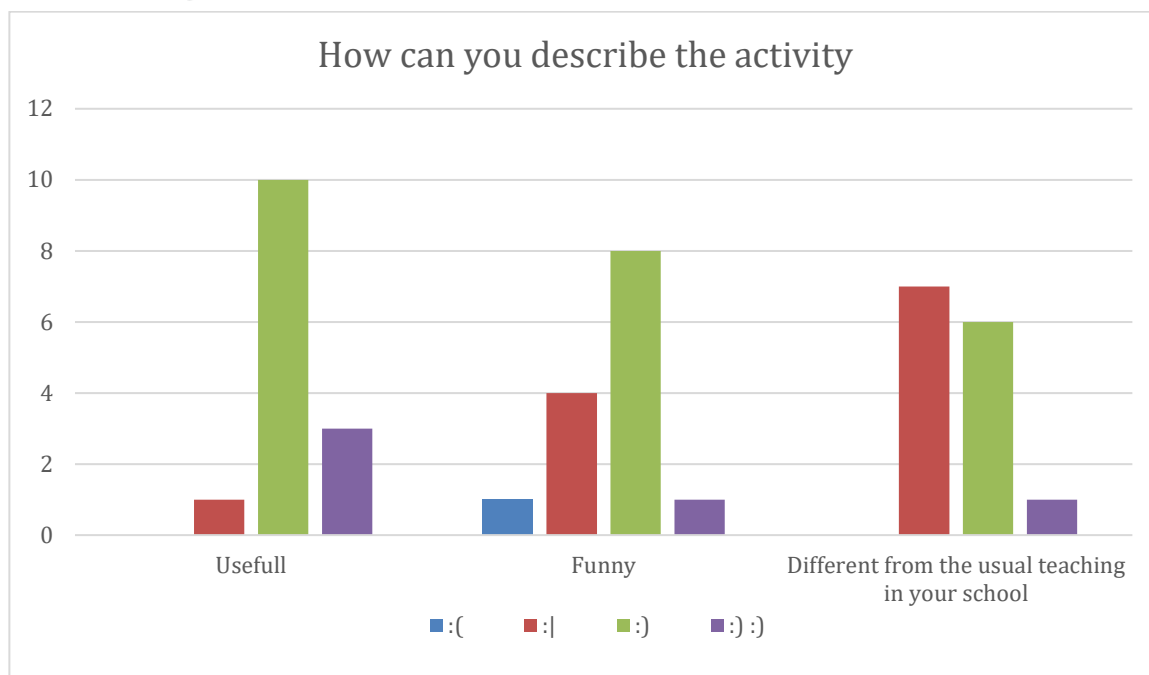
The biggest part of students did not find something that they did like less, but some students didn't like the situation in the classroom during activities due to some classmate interfering during the activity.

### Do you have any further comment?

- No

### Italy

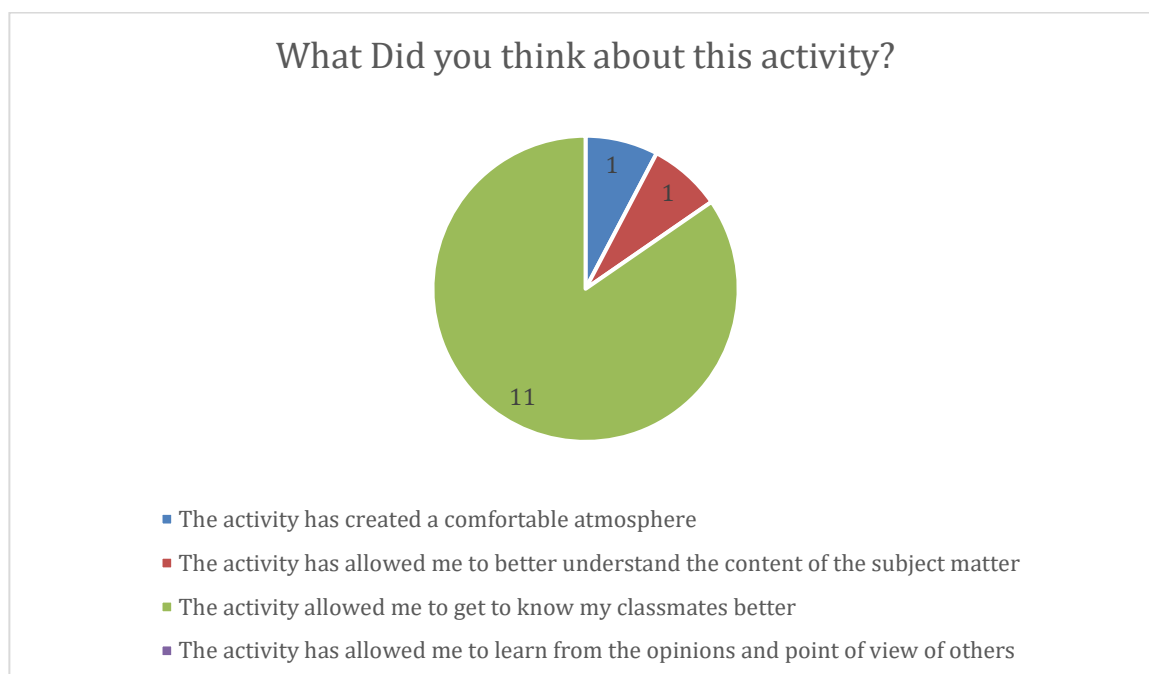


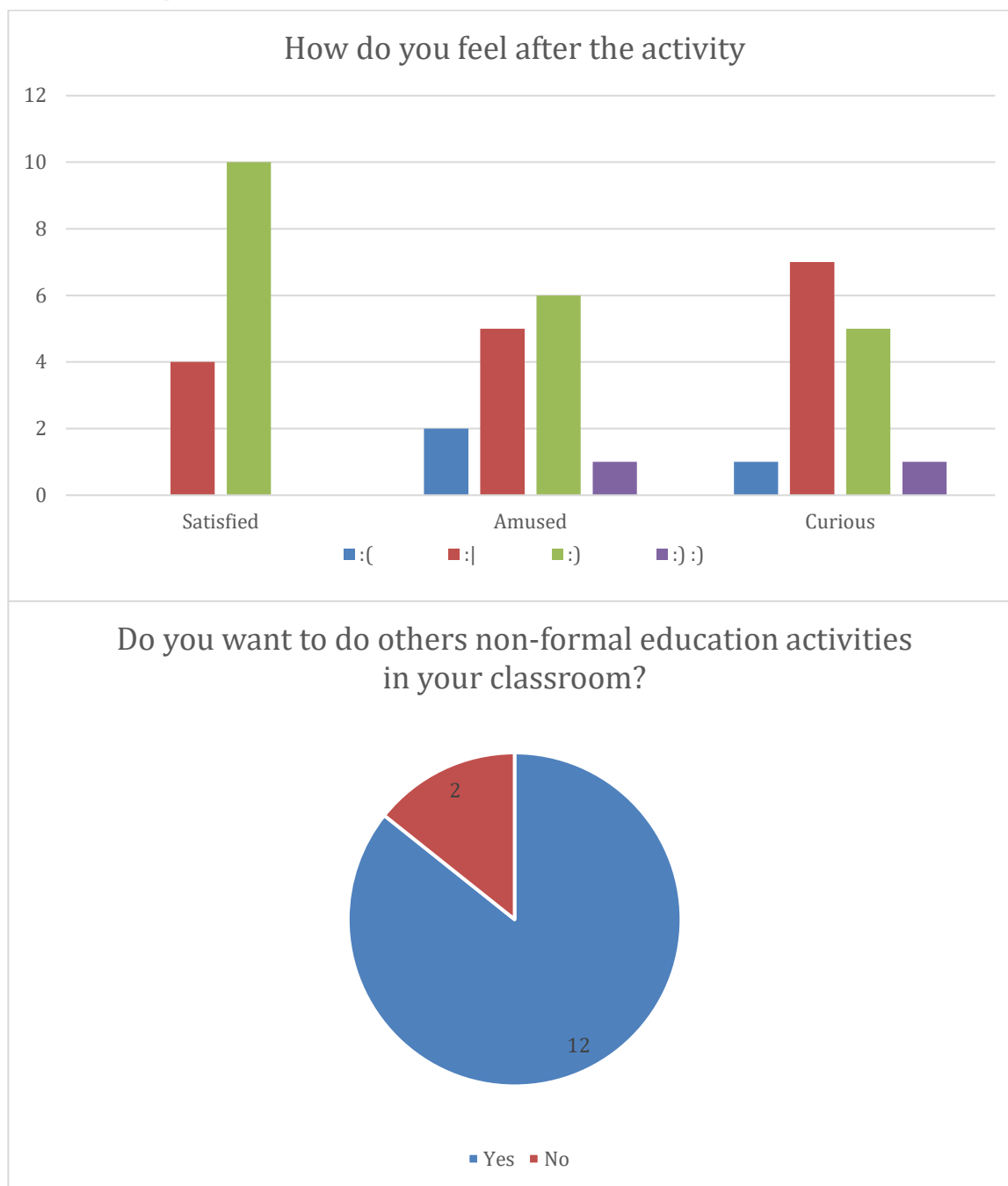


### What Did you learn from this activity?

- *My characteristics*
- *We learned to get to know each other better*

In this case almost all students agreed that they learned to get to know each other better thanks to this activity.





### What did you like the most?

- *That I told the class about me*
- *Become familiar with my classmates*
- *Know better my classmates*

The biggest part of students agreed that they like the fact that they had a further chance to become familiar with their classmates, knowing them better than before.

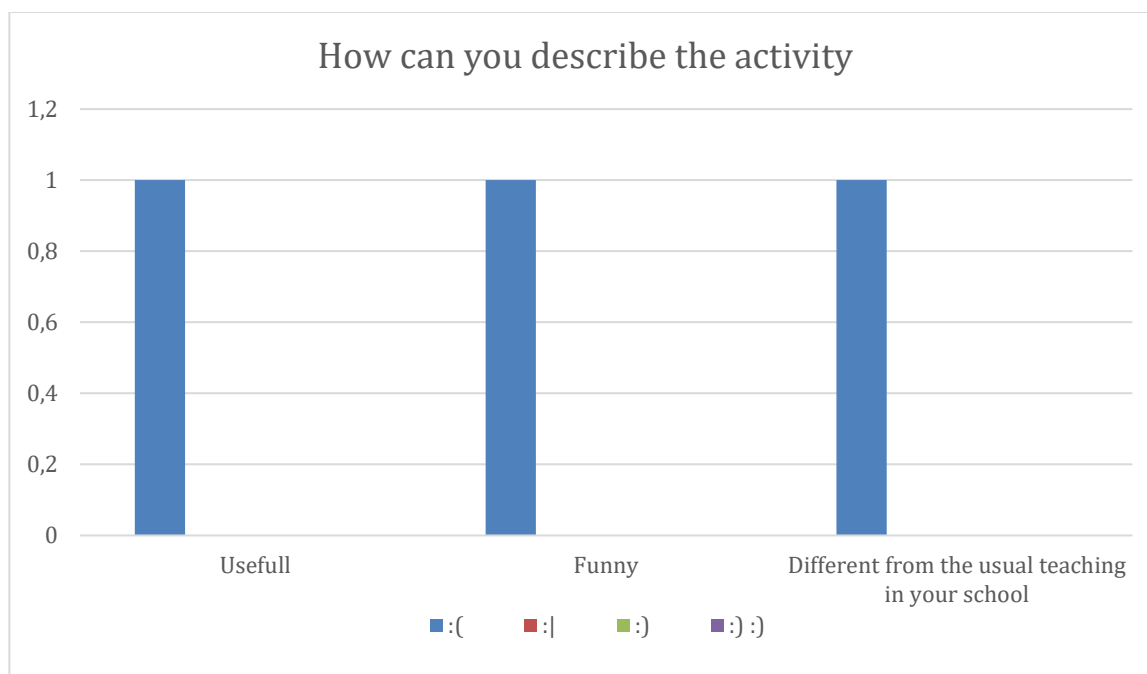
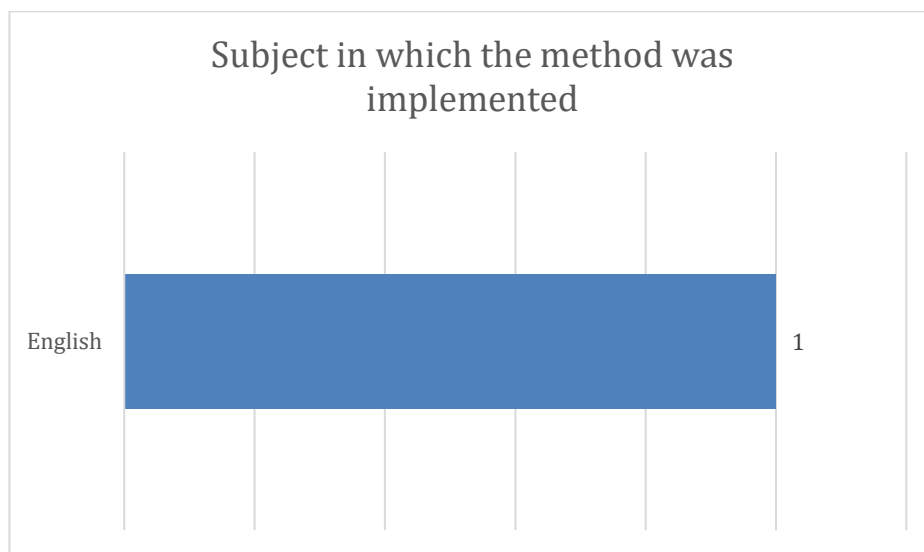
### What did you like the less?

- *I could not share my work with all my classmates in presence* [Due to COVID-19 emergency]

### Do you have any further comment?

- No

Latvia

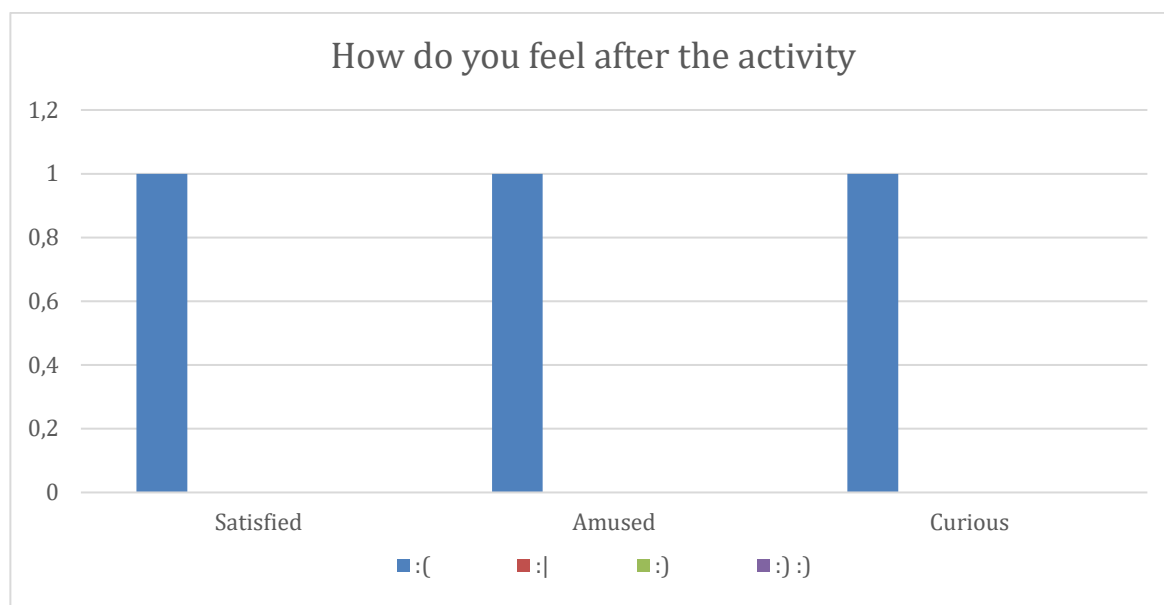


### What Did you learn from this activity?

- N/a

### What Did you think about this activity?

- *The activity has allowed me to better understand the content of the subject matter*



### Do you want to do others non-formal education activities in your classroom?

- No

### What did you like the most?

- N/A

### What did you like the less?

- N/A

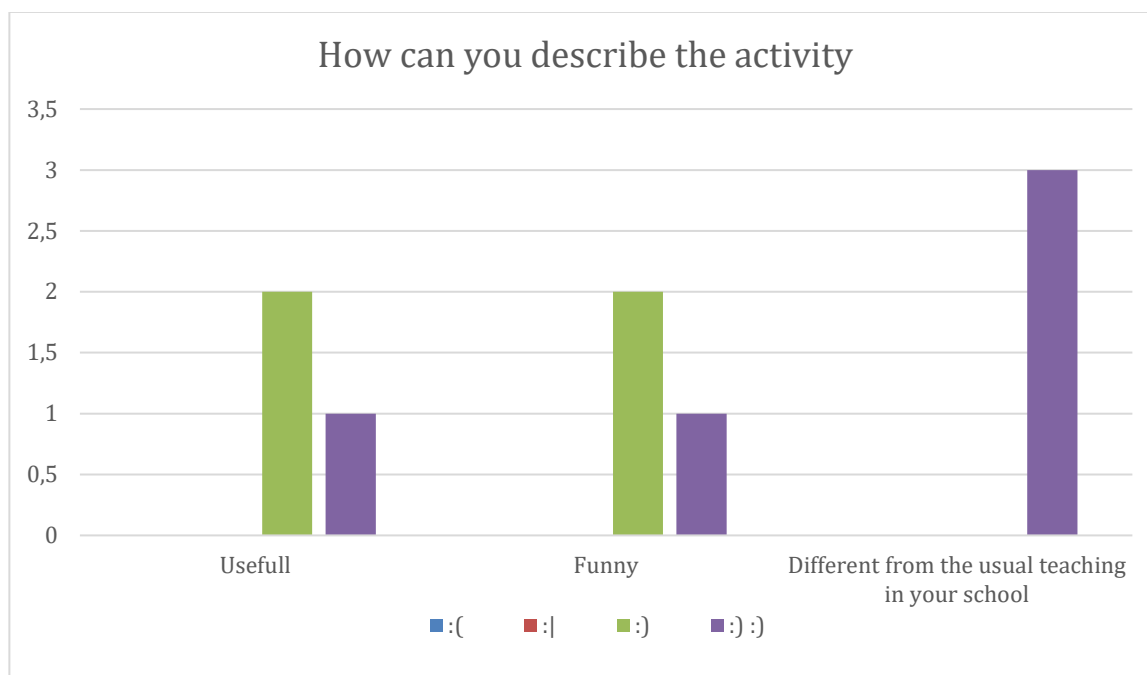
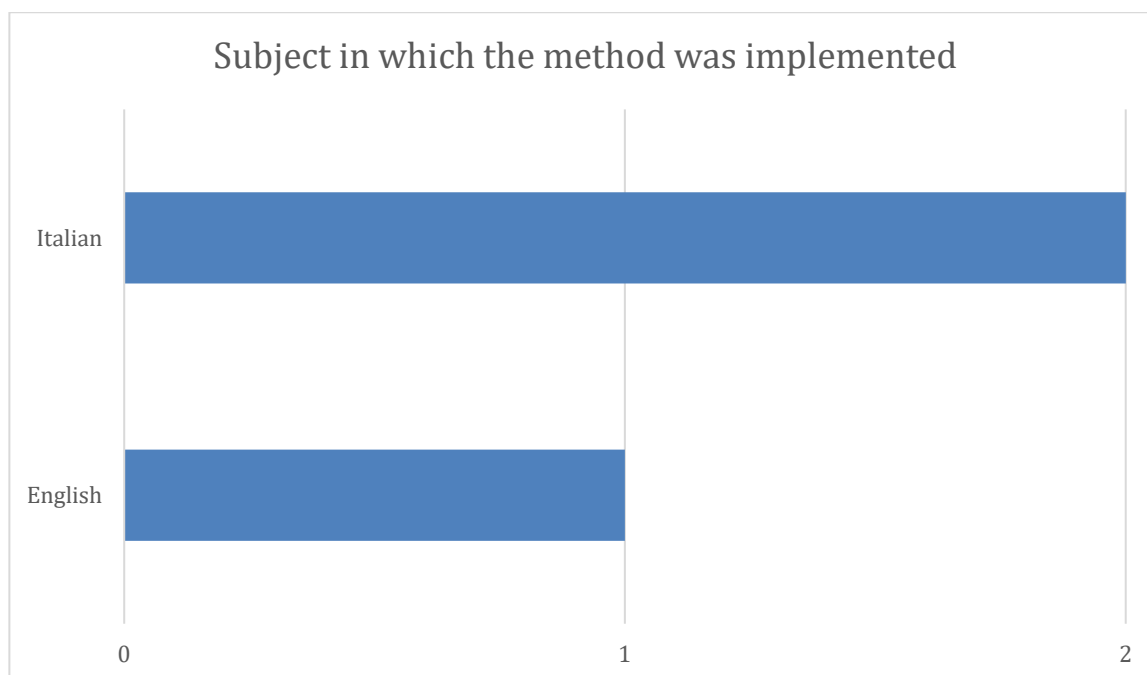
### Do you have any further comment?

- No

### 3. Abigail and Gregory

This activity was implemented in Italy. Here below the main results:

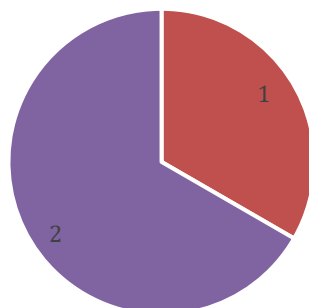




### What Did you learn from this activity?

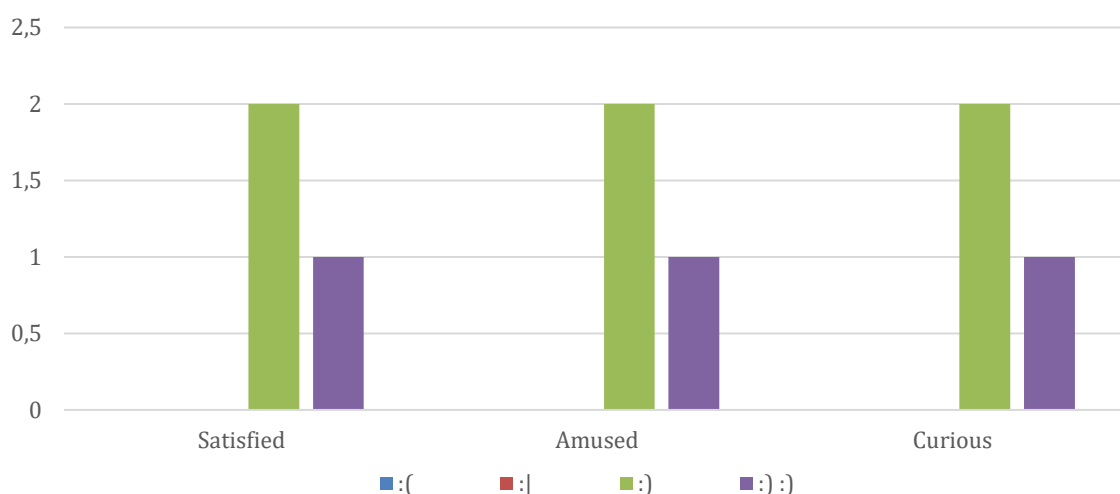
- *To think more before making a choice*
- *I have learned that some of us agree on the fact of some things.*

## What Did you think about this activity?

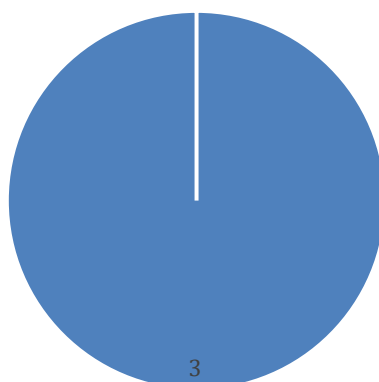


- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

## How do you feel after the activity



Do you want to do other non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *When we all said our opinions*
- *I liked that some of us agreed on some of the facts and I would do it again*

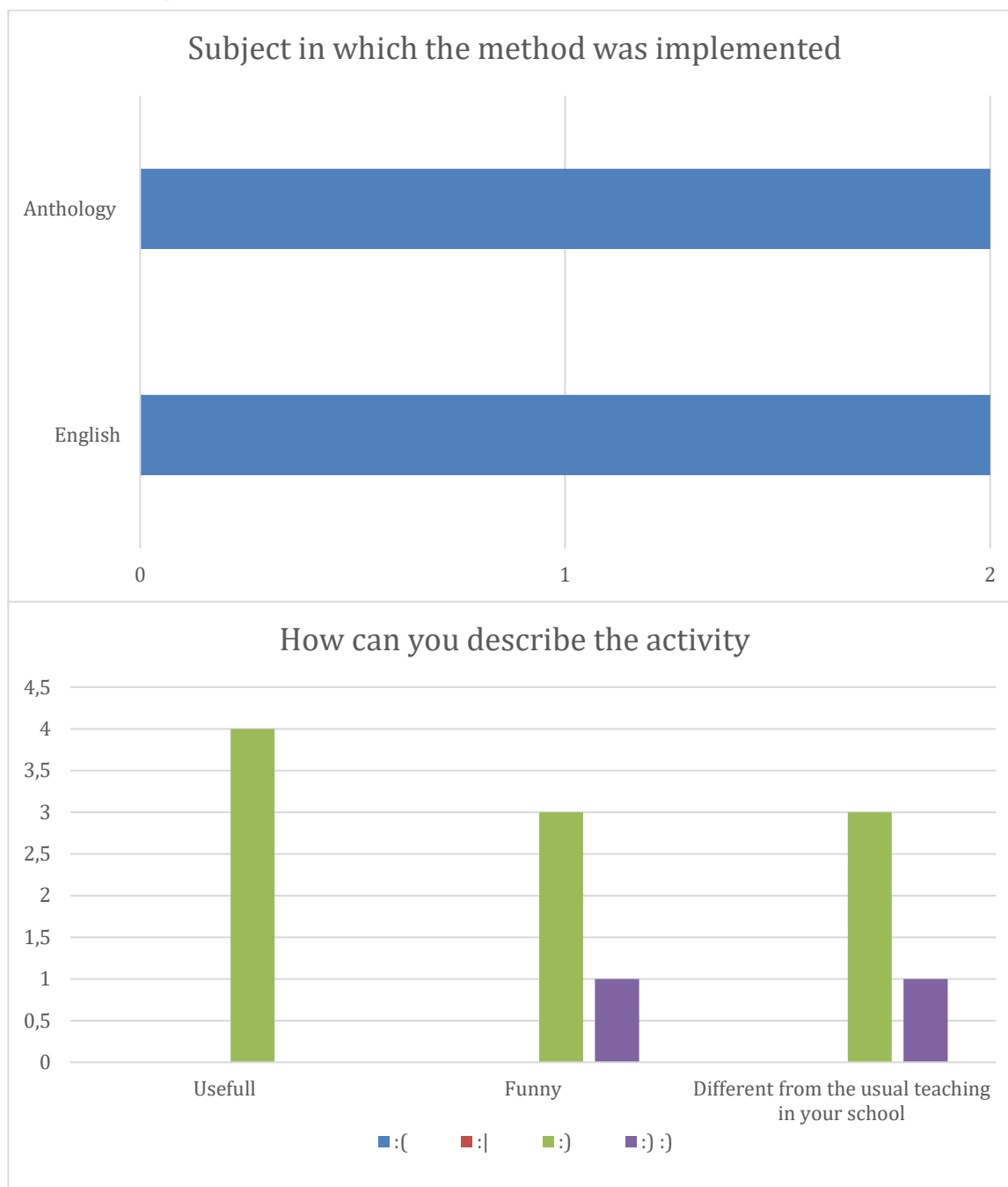
### Do you have any further comment?

- No

## 4. The Alligator River Story

This activity was implemented in two countries: Italy and Latvia. Here below the main results per country are introduced:

### Italy

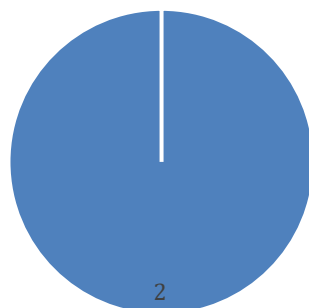


### What Did you learn from this activity?

- *I have learned to be responsible for my actions.*
- *That you should never betray a person*
- *From the text, I learned that people will do things that should not be done in order to do something.*

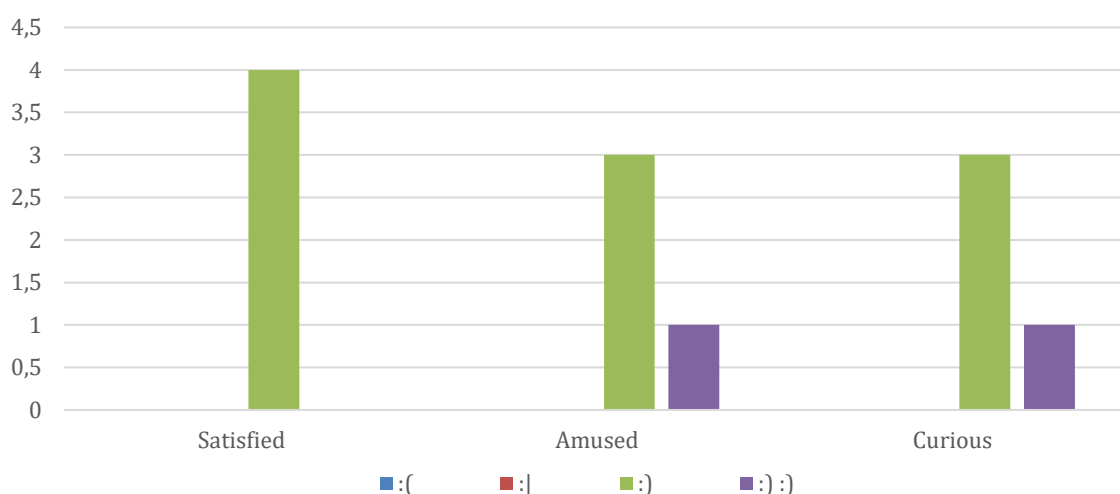
From this activity students learned more about their behavior in specific contexts.

## What Did you think about this activity?

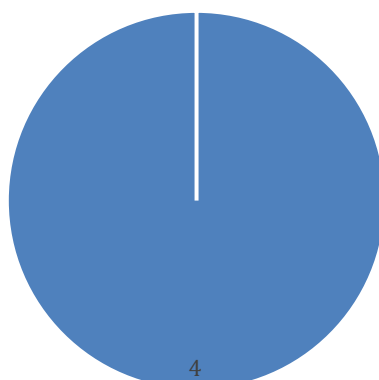


- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

## How do you feel after the activity



Do you want to do others non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *The story.*
- *The whole story is beautiful*
- *Interacting with peers*

Students involved in this activity seem to have appreciated the story.

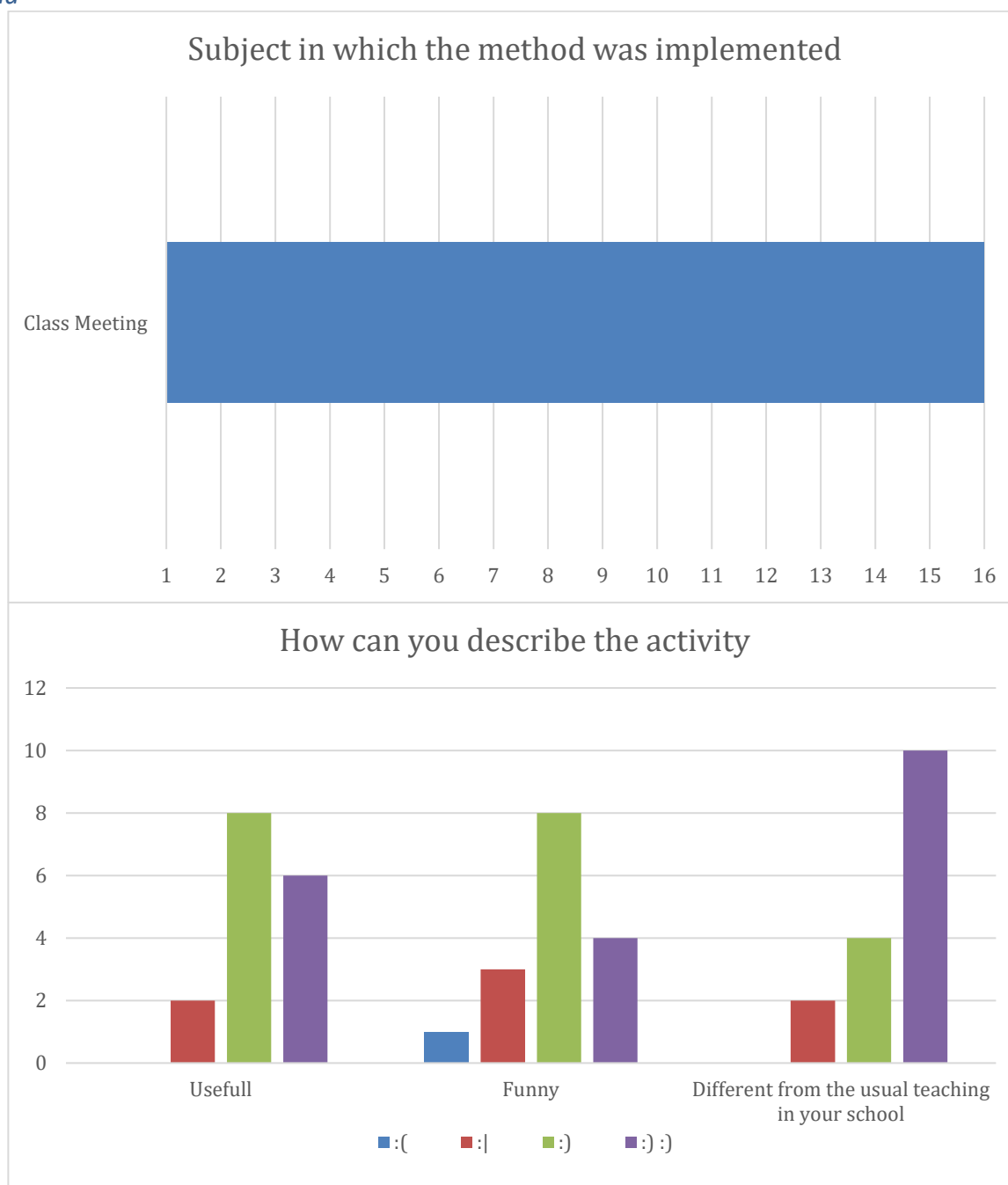
### What did you like the less?

- *Nothing.*
- *The time*

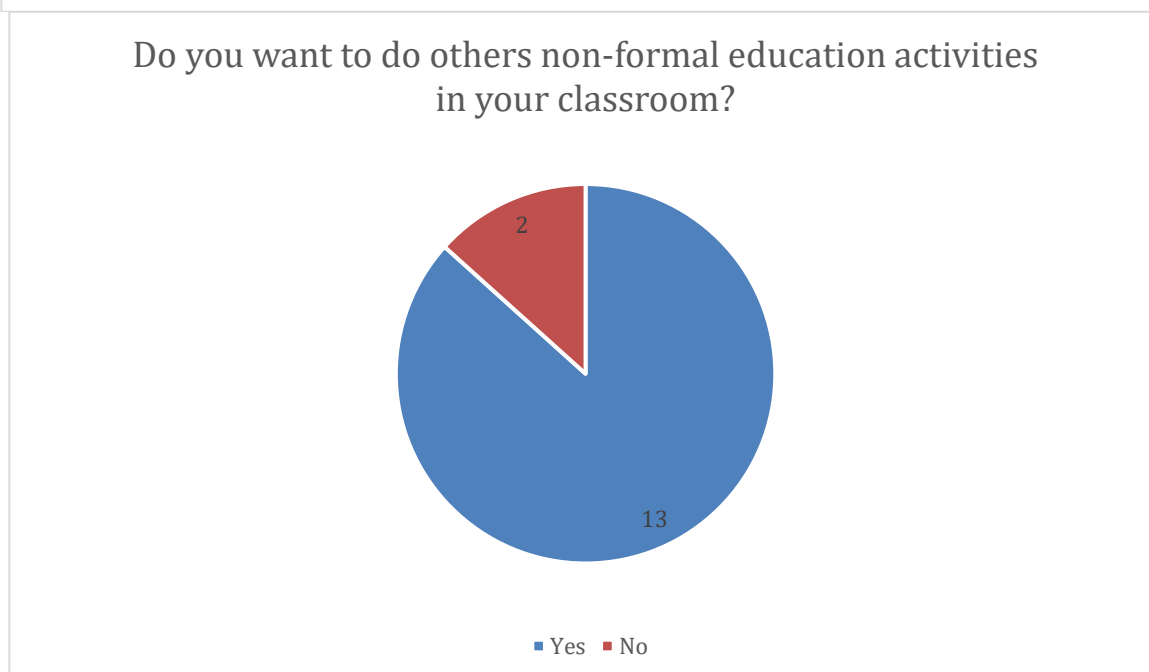
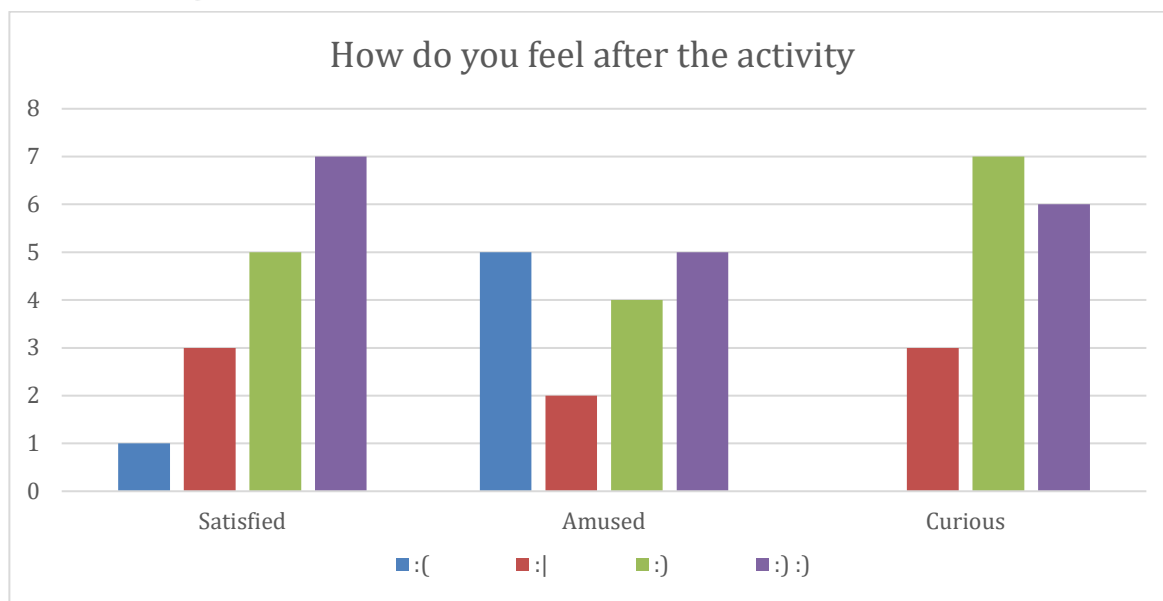
### Do you have any further comment?

- No

Latvia







### What did you like the most?

- *Work in group*
- *Group work*
- *We could work in groups*
- *To work with classmates*
- *Cooperation in the group*
- *The story itself*

In this case students liked working in group, the dynamics that team work provides in the activity setting.

### What did you like the less?

- *Some were talking too loud*
- *Little disagreements in the group*
- *I didn't like the attitude of guys*
- *Some groups were talking very loud*
- *My group*
- *Lesson finished so fast*
- *Nothing*
- *To write*

Students who answered the questionnaire didn't like the atmosphere in class during the activity, especially for some of their mates talking too loud.

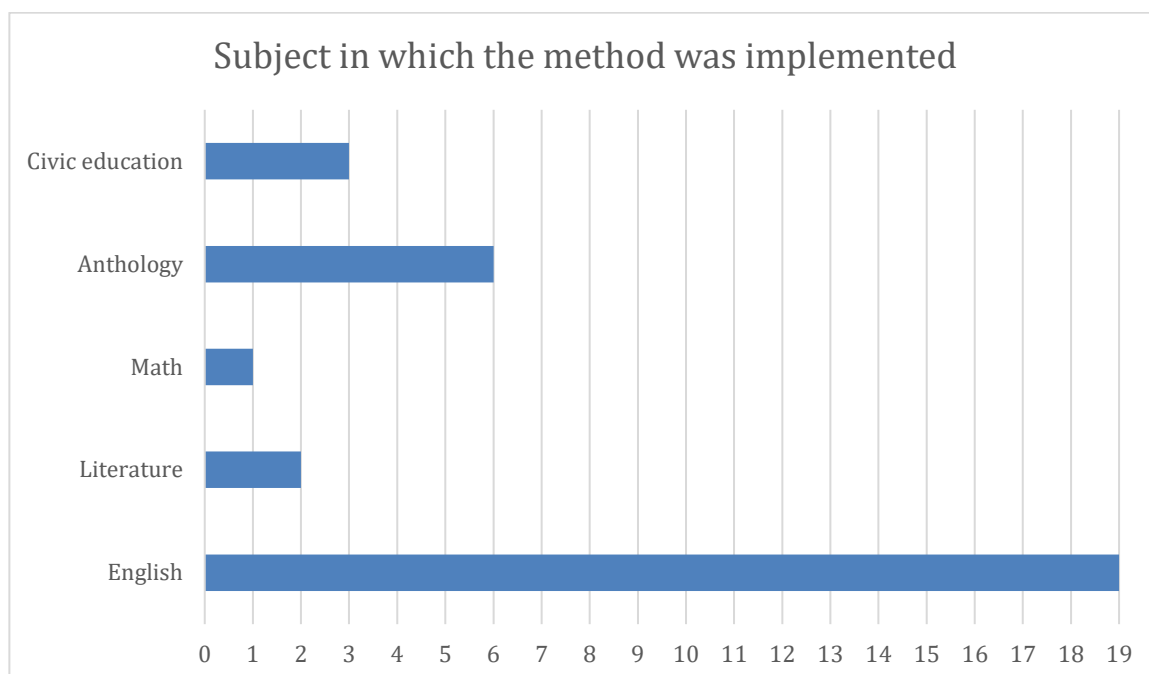
### Do you have any further comment?

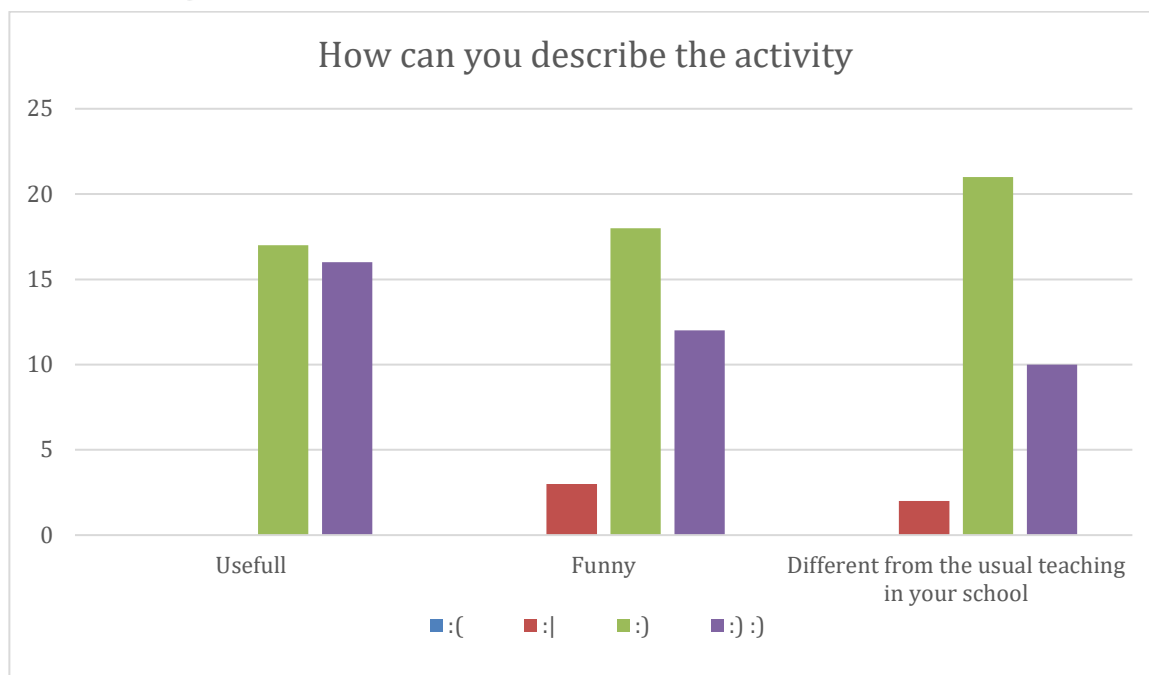
- *No*
- *I have had a similar situation in my life like in the story*

## 5. Carousel of Professions

This activity was implemented in Italy. Here below the main results:

### Italy

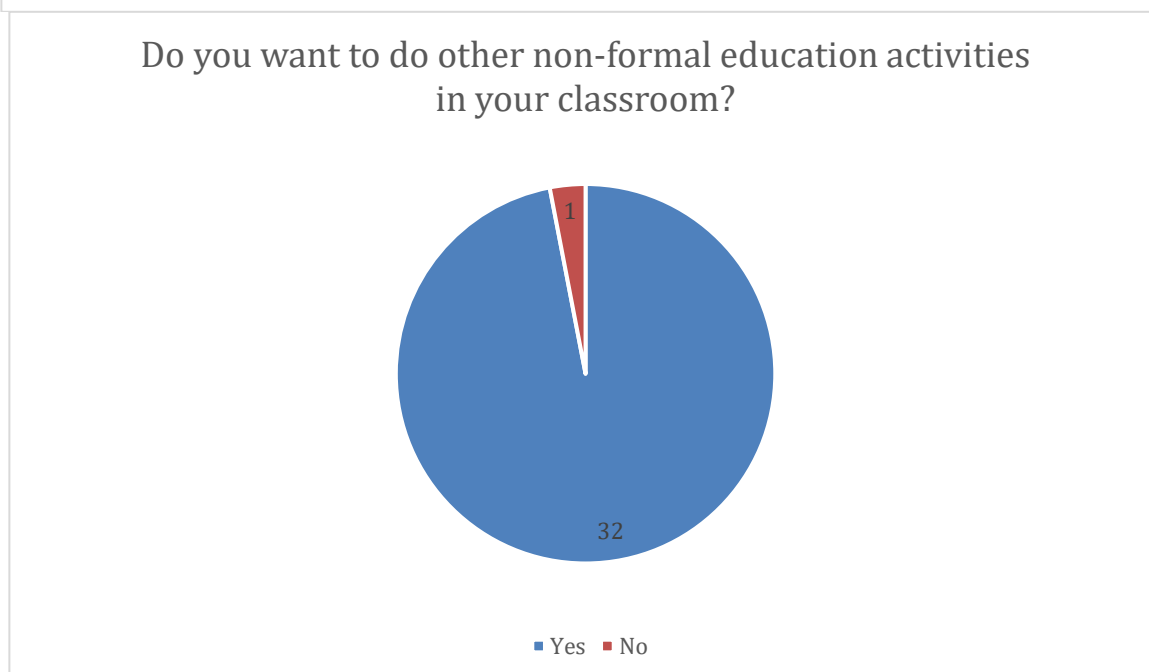
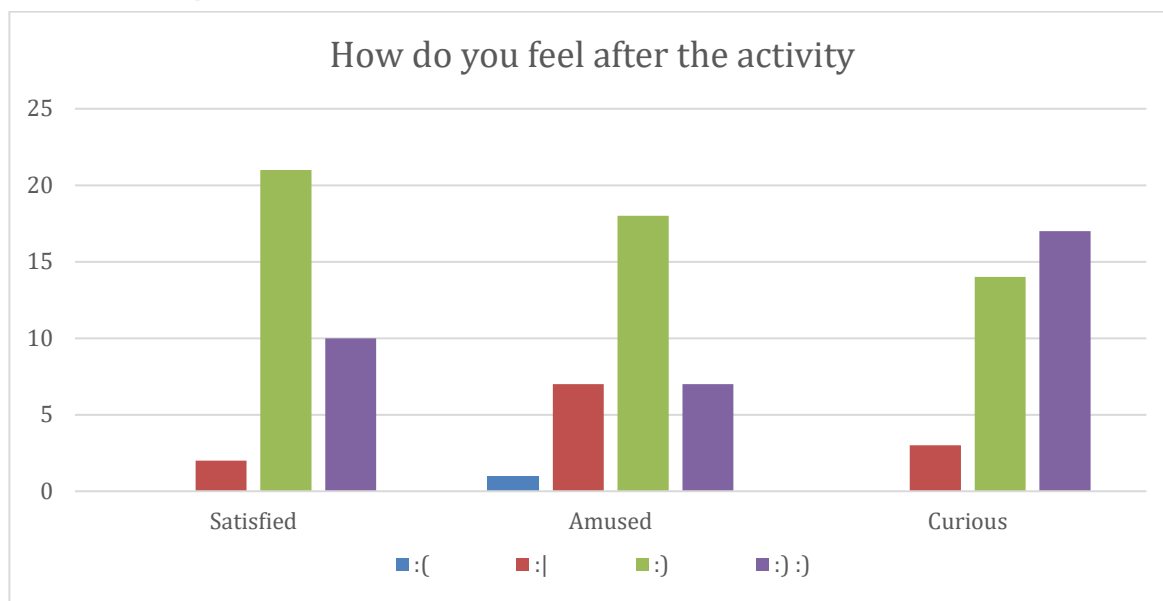




### What Did you learn from this activity?

- *I got to know my classmates*
- *The activity had me expressing my absolute favorite subject matter, in fact I enjoyed it very much*
- *What I like to do and what work I would like to do*
- *I learned better what I like and what I need*
- *I understood a bit about what to do next*
- *It helped me to speak with less difficulty in front of peers*
- *Giving Professor the chance to get to know us*
- *I learned what my priorities were and to understand my ambition*
- *Evaluate all options before choosing a course of study and a job*

Among the answers that students gave, they mostly agreed that this activity helped them to decide better about they future profession as well as that it has been a further chance to get to know better their professor and classmates.



### What did you like the most?

- *Work in class together*
- *Write what I like*
- *Nothing*
- *I saw well inside my mind*
- *Express myself with the class*
- *Get to know my classmates better*
- *Everything*
- *Know what my classmates want to be when they grow up and what they think about*
- *I loved how the teachers involved us in the game*
- *Interacting with others*

Most of the students agreed that they liked this opportunity to know each other better and also to understand themselves in a better way.

### What did you like the less?

- *Nothing*
- *Breaking it up*
- *The distance between me and my classmates*
- *Not being able to go deeper because of time*
- *I didn't really like a topic we covered.*
- *Non poterlo fare in presenza (transl.: that we couldn't do it face-to-face)*
- *The woman's behavior towards her husband*

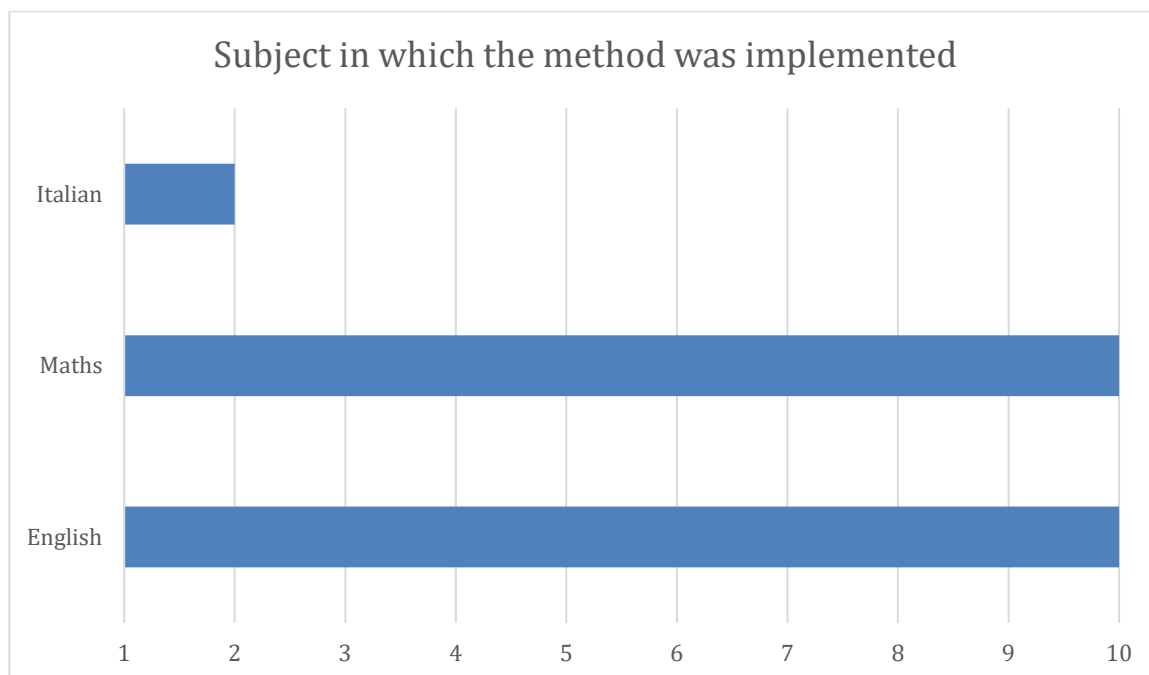
### Do you have any further comment?

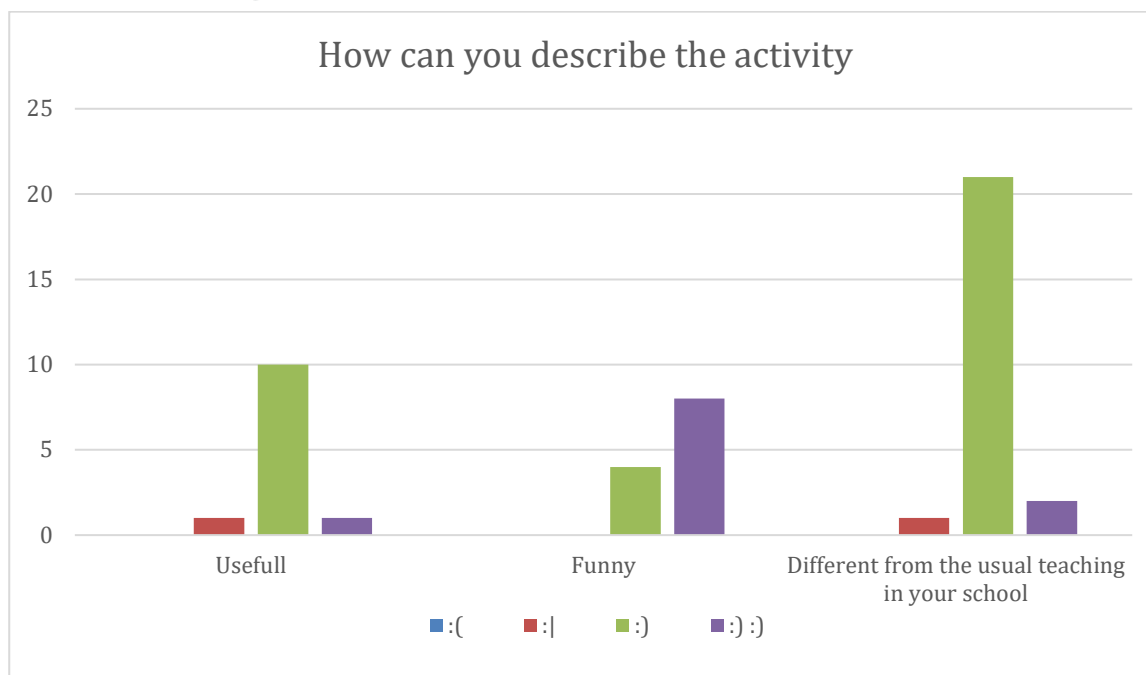
- *Yes, I do. I'd love to have a scholarship for Harvard.*
- *I would love to continue this activity*
- *Nice interesting and curious activity*
- *Very interesting*
- *No*

## 6. Connecting eyes

This activity was implemented in Italy. Here below you can find the main results:

### Italy



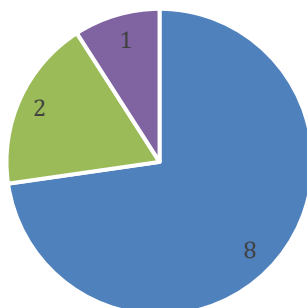


### What Did you learn from this activity?

- *Connectivity and telepathy by looking at each other*
- *Contact visive*
- *Helped me relate to classmates*
- *The personality of my companions*
- *To be more open with my mates*
- *Eye contact*
- *Nothing*

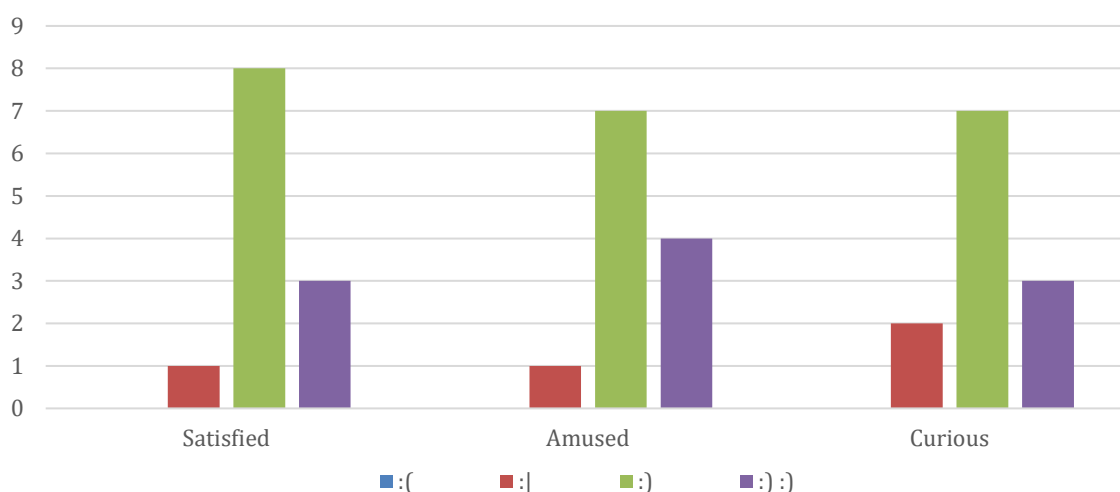
In this case students learned how to communicate with a non-verbal mean – the eyes - and get to know better their classmates.

## What Did you think about this activity?



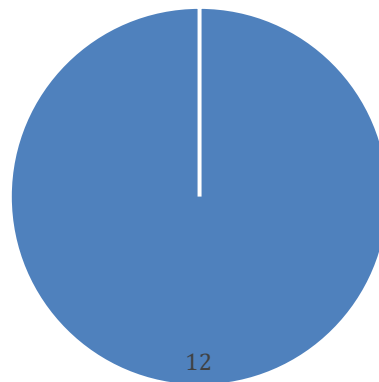
- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

## How do you feel after the activity





Do you want to do other non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *The fact that we understood each other between glances*
- *I liked the seriousness of the game staying all focused*
- *I liked the fact that I bonded with my classmates.*
- *That only with a glance we understood with whom to exchange places*
- *Being able to connect your eyes with as many people as possible*

In this case students agreed how important eye contact is, and that communication doesn't happen just by using words.

### What did you like the less?

- *Teacher needed to participate more*
- *Nothing*
- *That we couldn't look at each other's faces because we were wearing masks.*

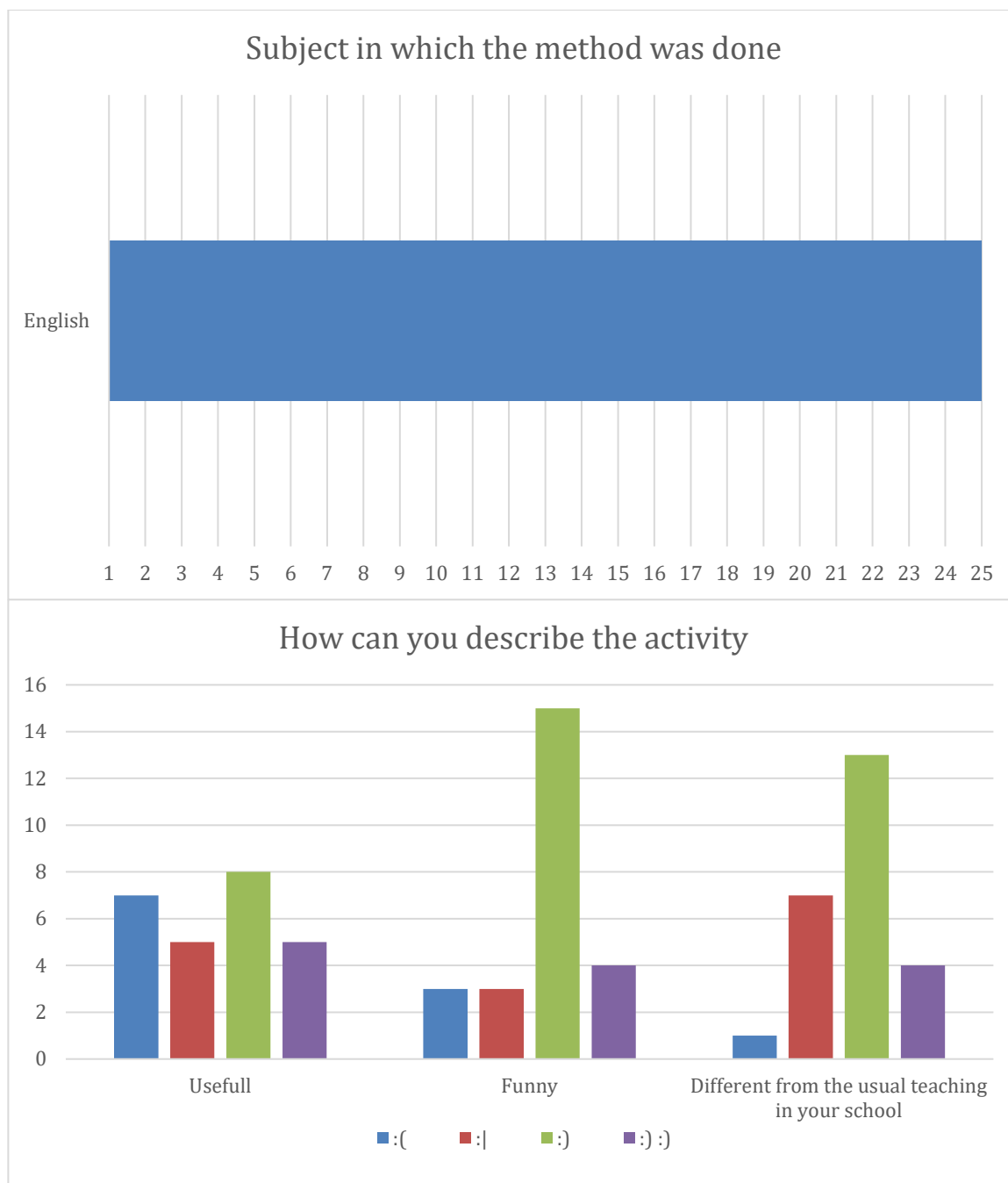
### Do you have any further comment?

- No

### The 3 R

This activity was implemented in Bulgaria. Here below you can find the main results:

#### Bulgaria



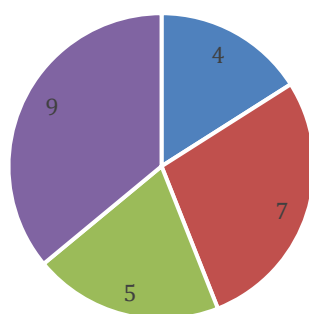
#### What did you learn from this activity?

- Understanding new type of texts
- What people don't like about other people

- *My pronunciation is better*
- *Very important things*
- *To talk about our emotions*
- *To help people*
- *To be more acceptive of critic*
- *People's opinion*

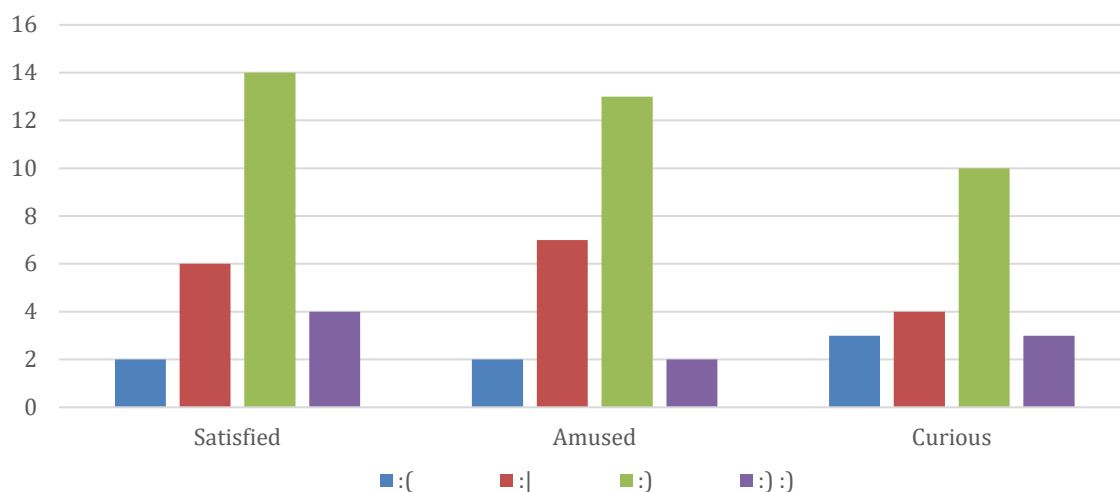
Thanks to the implementatio of this activity, students learned to understand better people's opinion end emotions, how to help others as well as the value of being open to others.

### What Did you think about this activity?

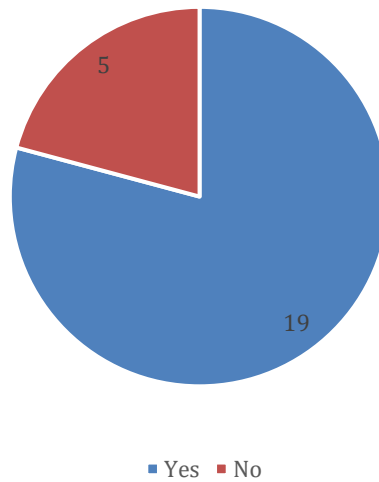


- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

### How do you feel after the activity



Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *The comfortable atmosphere*
- *Group tasks*
- *Just doing it*
- *Seeing from other people's point of view*
- *I didn't like the activity*
- *Everything*
- *The idea of the activity*
- *To accept people's opinions*
- *It was very interesting*
- *To see what people don't like about each other*
- *Nothing*

Among the features students liked the most, working together, the openness rooted in the activity dynamic are the ones more appreciated.

### What did you like the less?

- *I can't see my classmates*
- *People could've gotten their feelings really hurt.*
- *I didn't like it at all*
- *Tests*
- *Nothing*
- *I don't know maybe to talk each other and talk about our emotions*
- *Criticizing others and other criticizing me*

From their feedbacks, it is clear that some of the students didn't like the fact that due to COVID-19 restrictions they couldn't enjoy all the activity, whilst others were a bit not comfortable on "show" their inner self, their opinion and beliefs to the others.

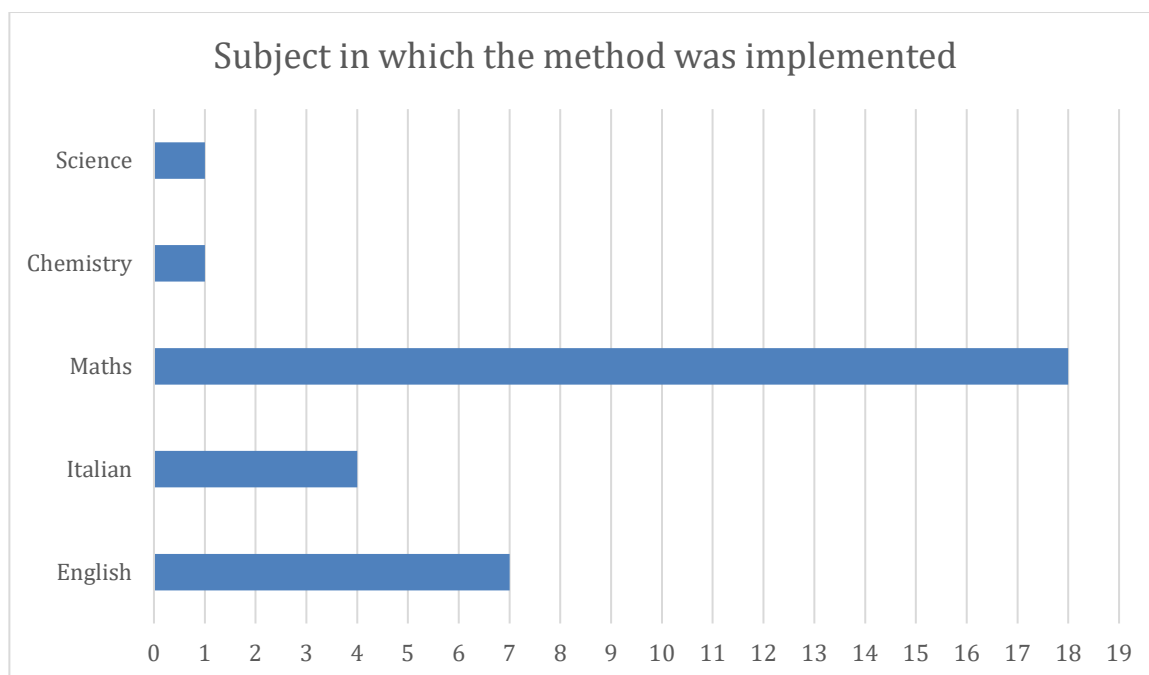
### Do you have any further comment?

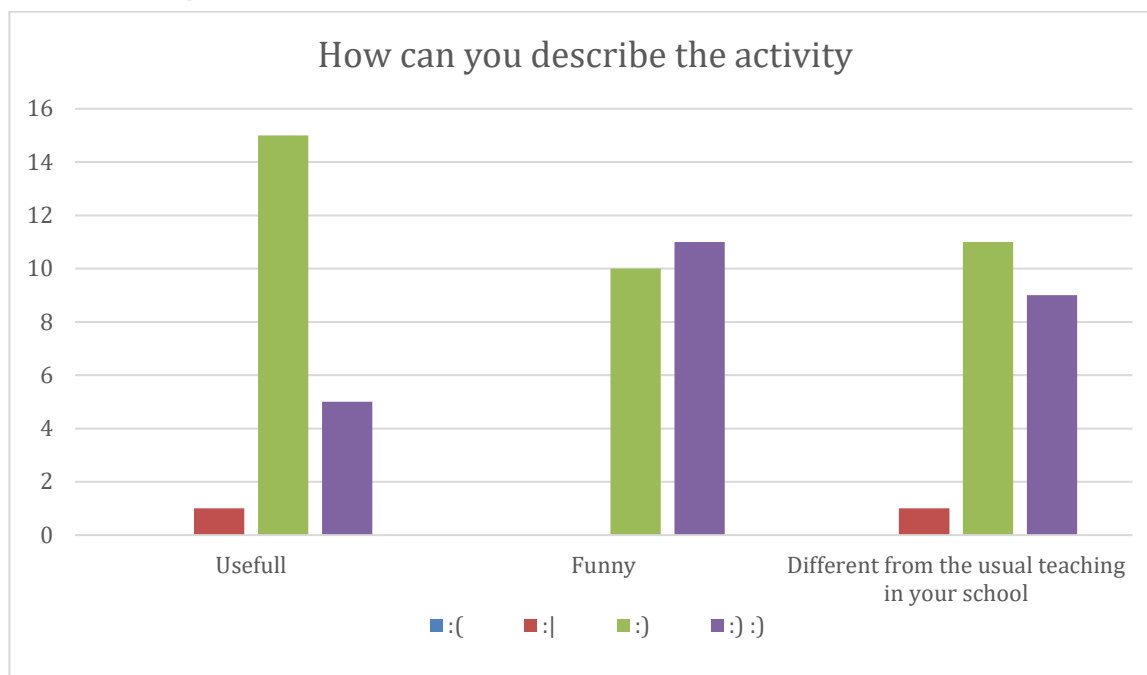
- No

Name+Gesture game

This activity was implemented in Italy. Here below you can find the main results:

*Italy*



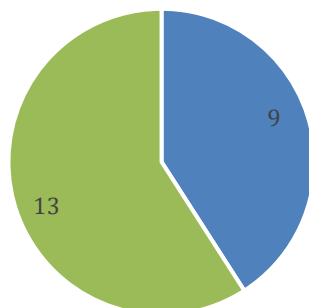


### What did you learn from this activity?

- *The names of our classmates, expressing ourselves in a very funny way*
- *I have learned the names of my classmates, moreover all together we are amused a lot also together to the professors*
- *The names of my classmates, and express our personality.*
- *The names of my classmates and it also served to socialize with the classmates*
- *This activity served to begin to remember the names of the classmates and also something of the character because we had to invent gestures also funny*
- *It creat a team spirit in the class*

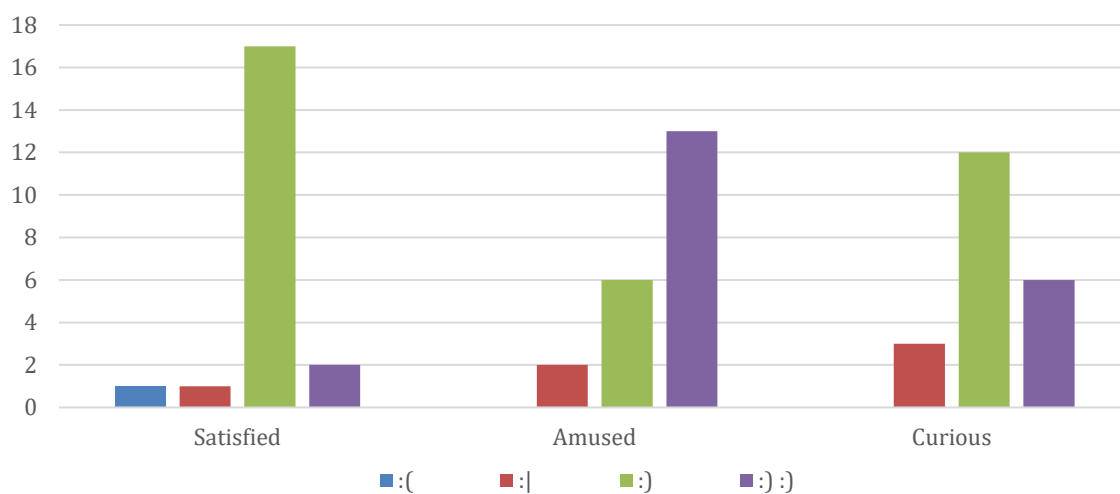
Thanks to this activity, which is aimed at expressing own name or features of own personality through gestures, students learned more about each other in a funny and entairtaining way.

## What Did you think about this activity?

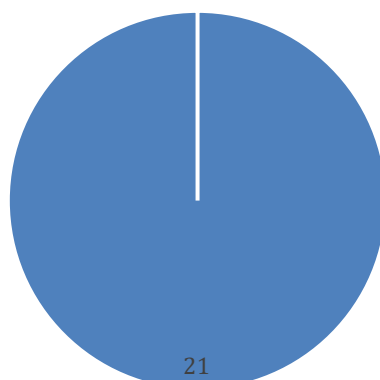


- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

## How do you feel after the activity



Do you want to do other non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *Getting to know my peers in this way*
- *Learn the names of my mates*
- *Interaction between peers*
- *Outdoor activity*
- *I liked the fact that we did something different than usual*
- *The atmosphere that has been created between the professors and the companions*
- *Repeat every gesture made by classmates and the fact that the profs also participated*

In this case students liked the opportunity to get to know their mates in a different way. Moreover, they also liked the interaction with their teacher.

### What did you like the less?

- *The fact that we had to wear a mask.*
- *Use the masks and the spacer, even if useful and right*
- *The distancing*
- *The fact that not everyone had joy in doing so*
- *Nothing*
- *The fact that we were distant for the coronavirus*

The main negative side of the activity students talked about it is the restrictions and the rules related to the COVID-19 emergency, which didn't allow them to express in the best way.

### Do you have any further comment?

- *I had fun and hope to do more of it*
- *No*
- *Has been helpful for those who are shy to open up more*

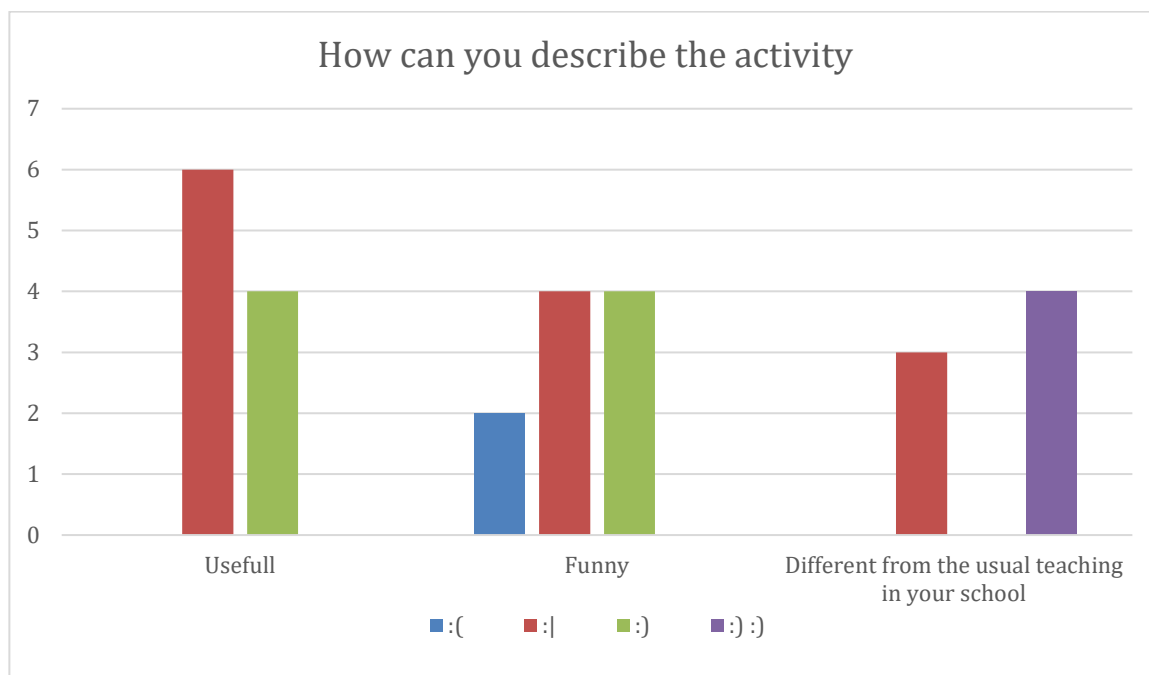
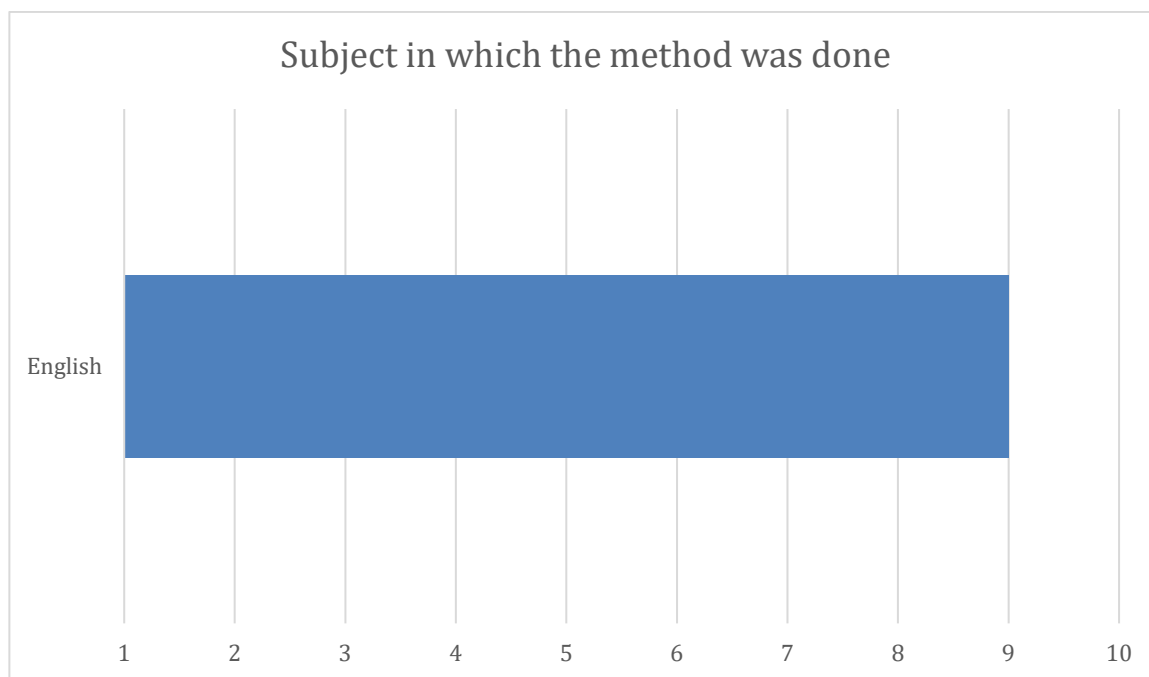


- *Helped to create team spirit*

### Mind map

This activity was implemented in two countries: Bulgaria and Latvia. Here below the main results per country are introduced:

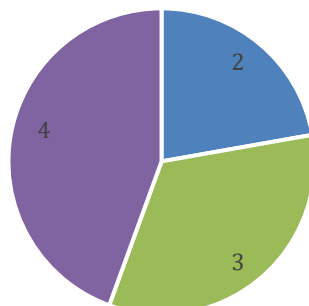
### Bulgaria



## What Did you learn from this activity?

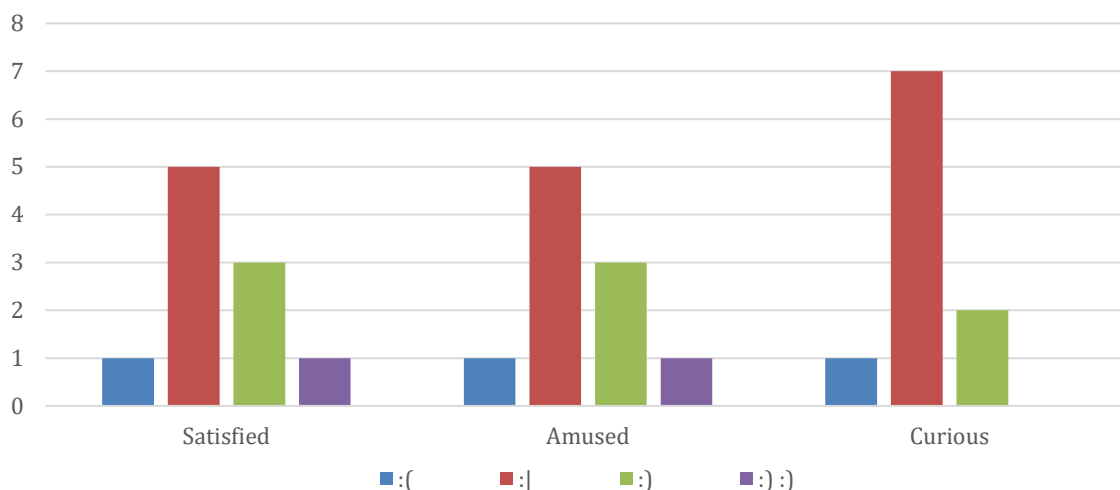
- *How to structure my thoughts better.*
- *I can't remember*
- *Everyone has different opinion.*
- *To believe in myself*
- *A lot of new and useful stuff*

## What Did you think about this activity?

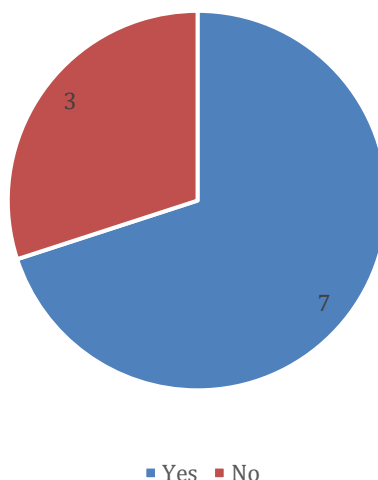


- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

## How do you feel after the activity?



Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *The ability to express my own opinion freely.*
- *The idea of the project*
- *I don't know*
- *I liked that I learned new things.*

Students seem to appreciate the idea at the basis of mindmap, seeing it also as a tool through which express ideas and concepts in the best way.

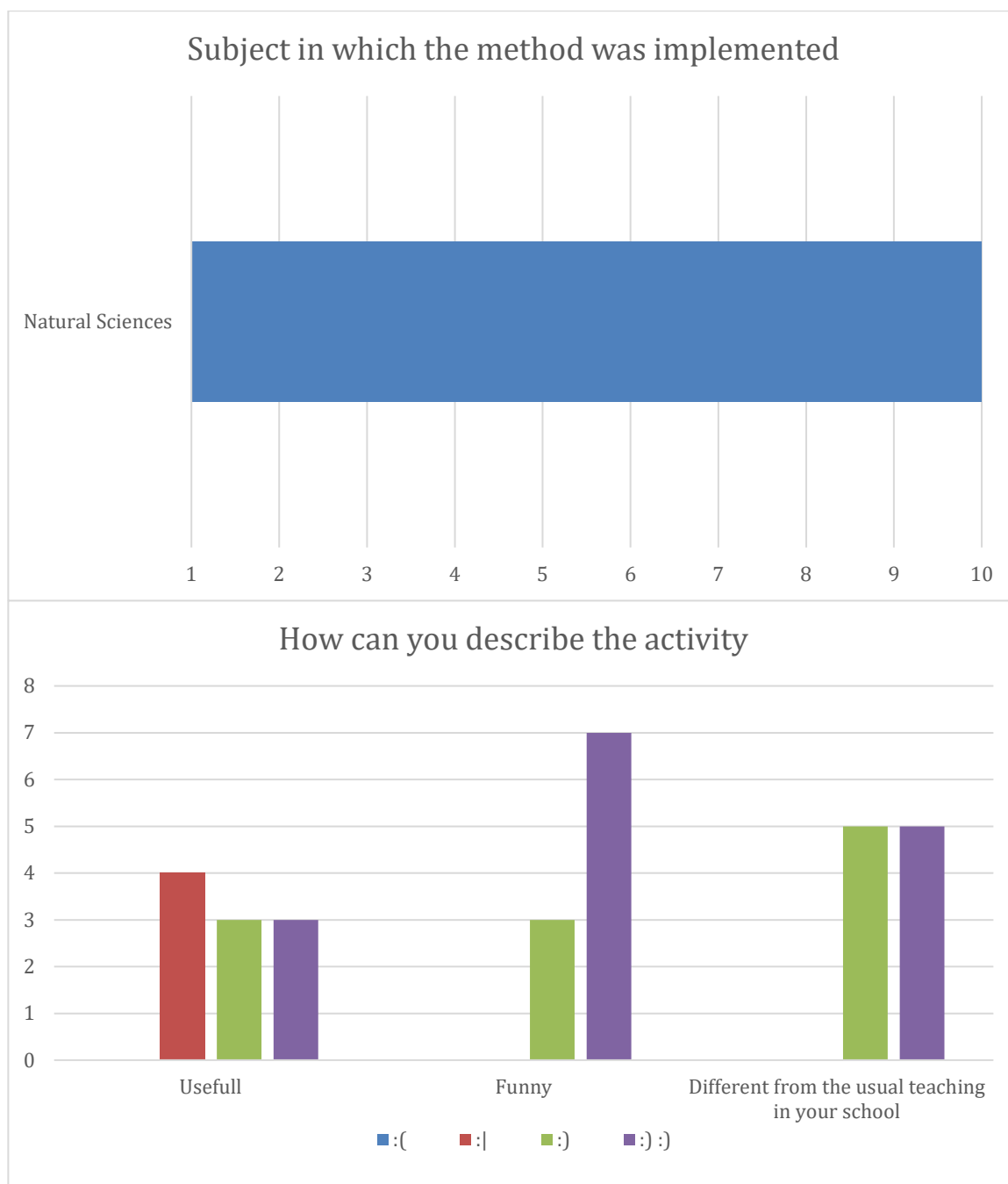
### What did you like the less?

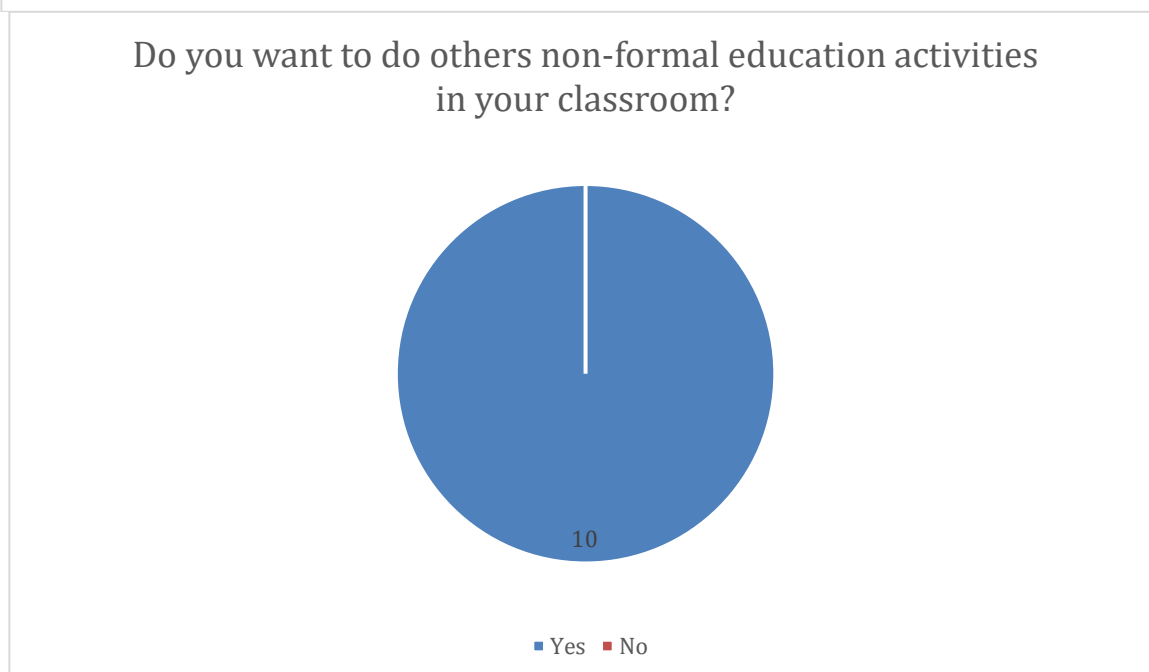
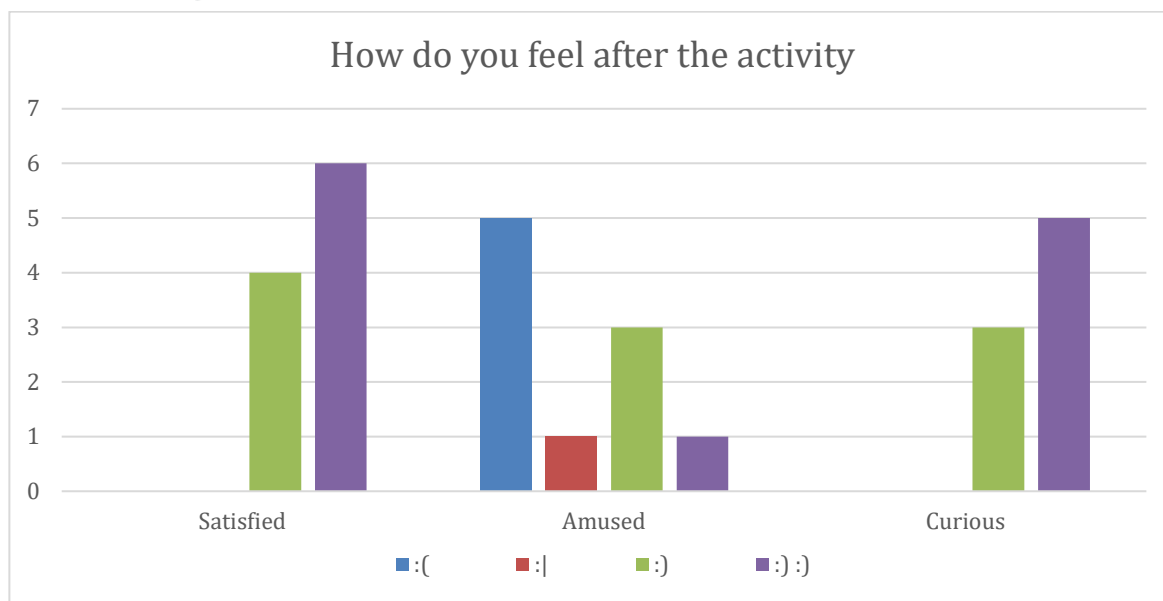
- *The lenght of those classes. In my opinion it was too much.*
- *The atmosphere in the class*
- *There were not such a thing.*

Some of the students didn't like probably the time dedicated to the introduction of the approach (according to some of them, it took too much time).

### Do you have any further comment?

- No





#### What did you like the most?

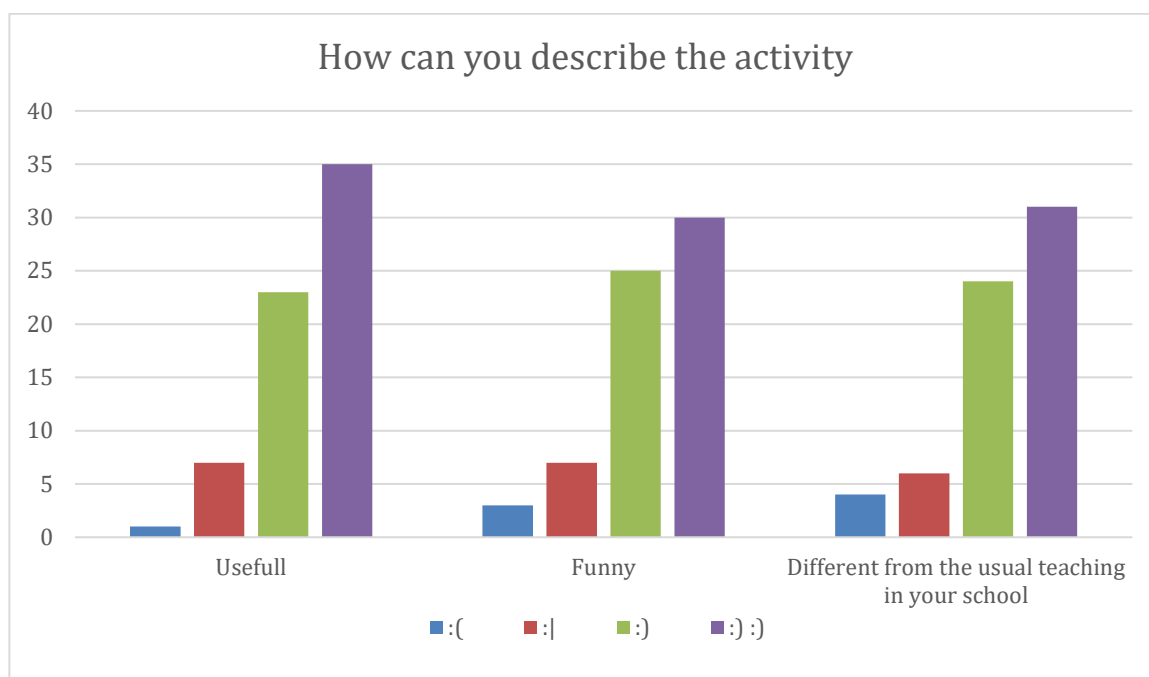
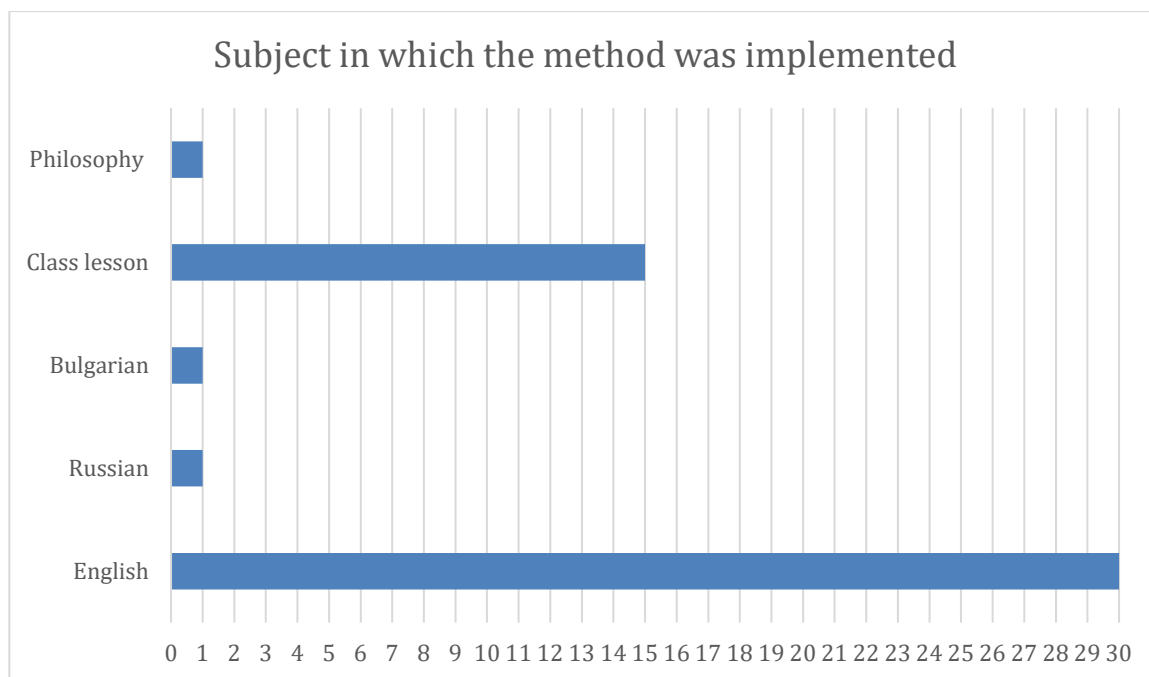
- To work in pairs
- Write, draw, glue
- To search information
- To draw
- Everything
- To draw and be creative
- Everything
- Cooperation

Students enjoyed the creative part of activity (drawing), which allowed them to express better themselves and to cooperate with their peers.

## Create an Emotional map

This activity was implemented in Bulgaria. Here below you can find the main results:

### Bulgaria

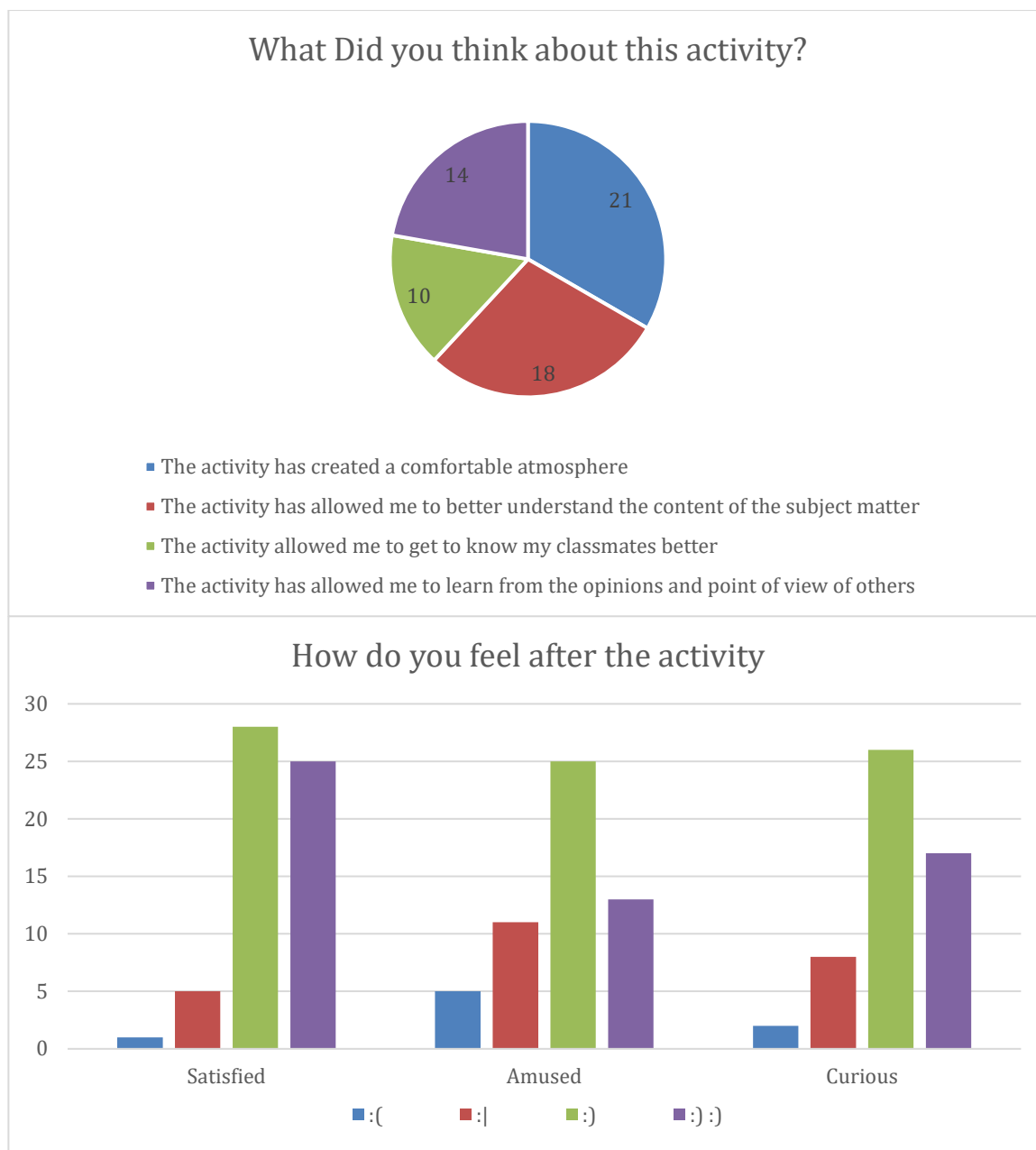


## What Did you learn from this activity?

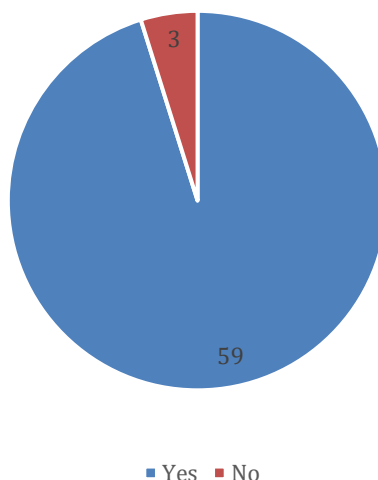
- How to arrange my goals.

- *How to be more productive in my life.*
- *To control and know myself more*
- *To communicate*
- *Express feelings*
- *I learn how to control my emotions*
- *To talk about my feelings*
- *I learned more things about my classmates.*
- *To recognise my emotions*

Thanks to this activity, students learned more about emotions, how to recognise and express them, especially when they interact with other people (and their peers).



Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *It was fun and interesting*
- *Our teacher*
- *The new things I got to learn.*
- *Everything*
- *The community*
- *The communication*
- *Getting to know my classmates better*
- *Letting out my emotions*
- *The originality of the activity*
- *The idea of the activity*
- *The way the activity is made*

Similarly to other activities, students appreciated the dynamics of communication, cooperation and to get to know their peers.

### What did you like the less?

- *Talking about emotions*
- *Nothing*
- *Talking about the emotions*
- *Tests*
- *Telling what I feel*

Since for many of students was one of the first time to express their feelings in front of their peers, some of them didn't feel comfortable in doing the activity. It is suggested to repeat it more times in order to support them in expressing themselves.



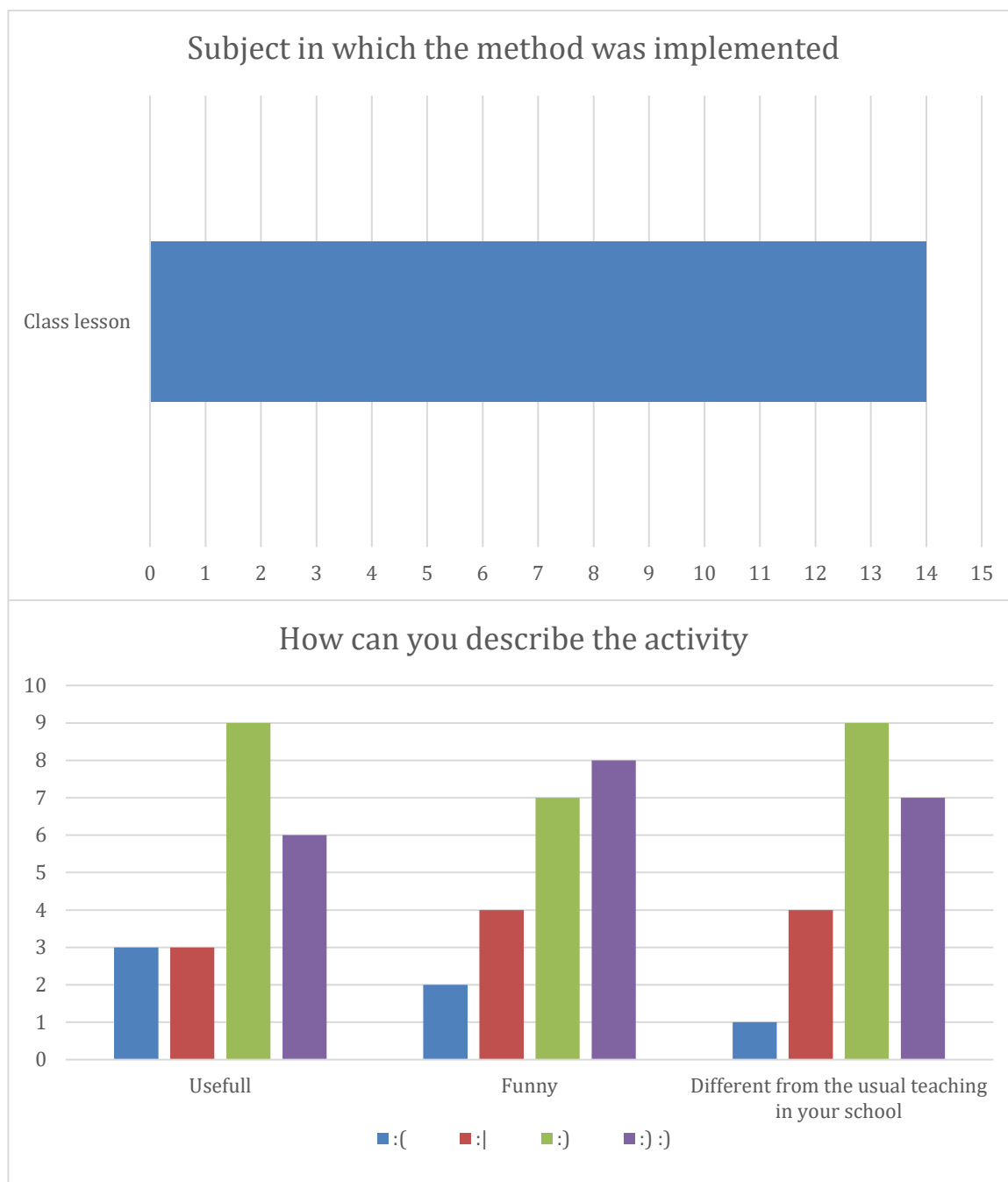
## Do you have any further comment?

- No

David

This activity was implemented in Bulgaria. Here below you can find the main results:

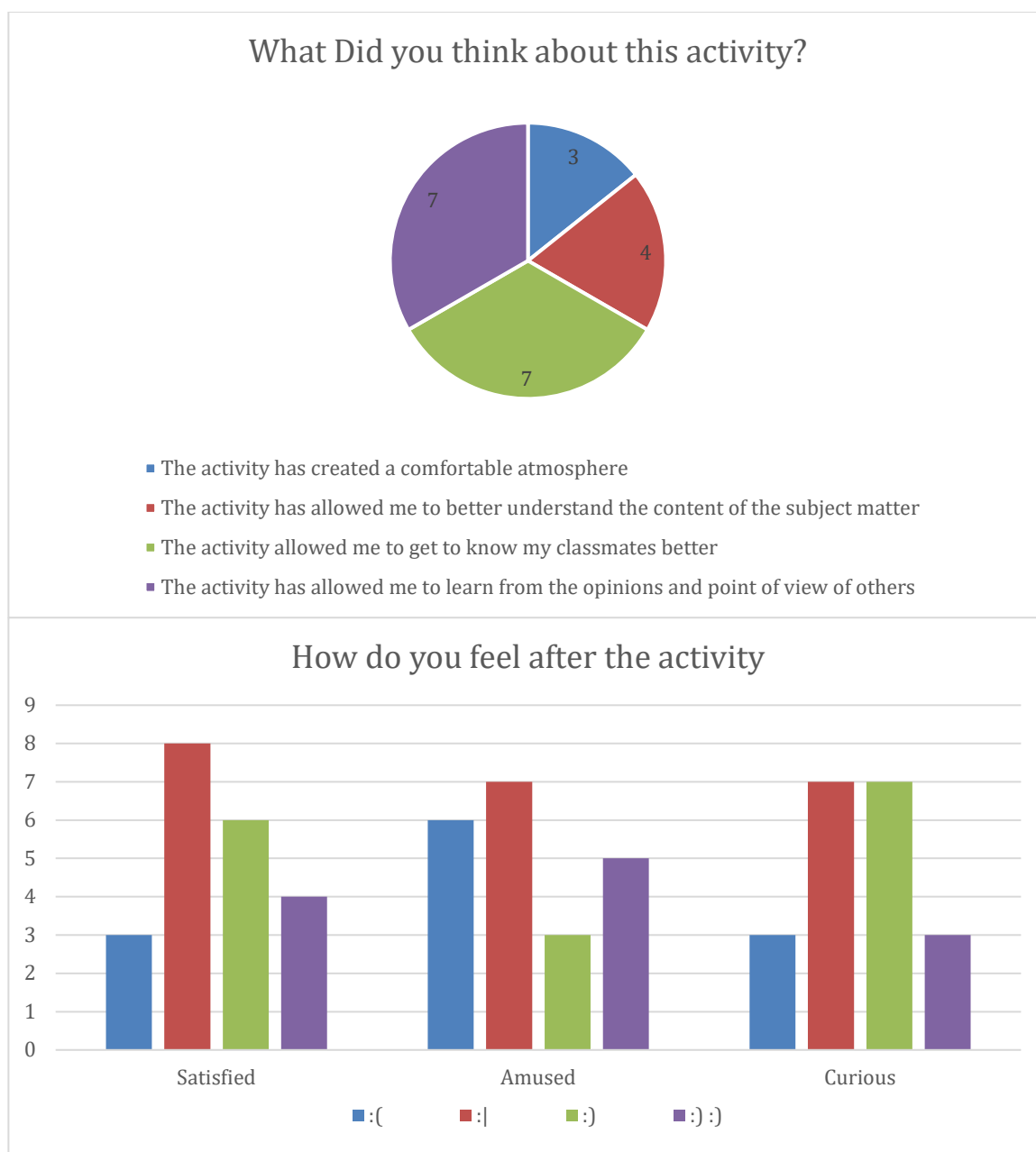
### Bulgaria



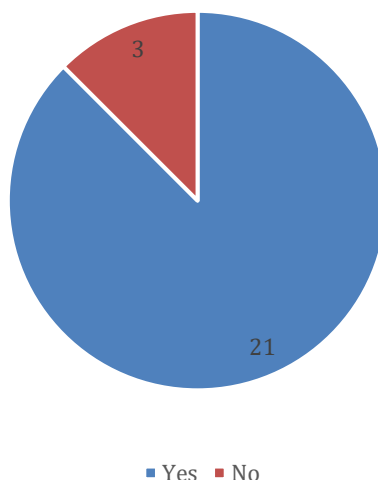
## What did you learn from this activity?

- *Tolerance*
- *To be tollerant*
- *How to work in pairs/groups*
- *To be tolerance*
- *Explore and express a dande of emotions*
- *Interesting things about my classmates*

Tolerance seems to be the first learning outcome for the majority of the students expressing their comment relating to this activity.



Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *Everything*
- *The creativity*
- *I liked everything.*
- *Learn things about my classmates*

The majority of students agreed they liked everything, especially the creativity at the basis of the activity.

### What did you like the less?

- *Nothing*
- *In the class is loud and people are interrupting sometimes*
- *People are interrupting sometimes*
- *There was nothing i liked less.*

In this case some students did not like the atmosphere in the class during the activity.

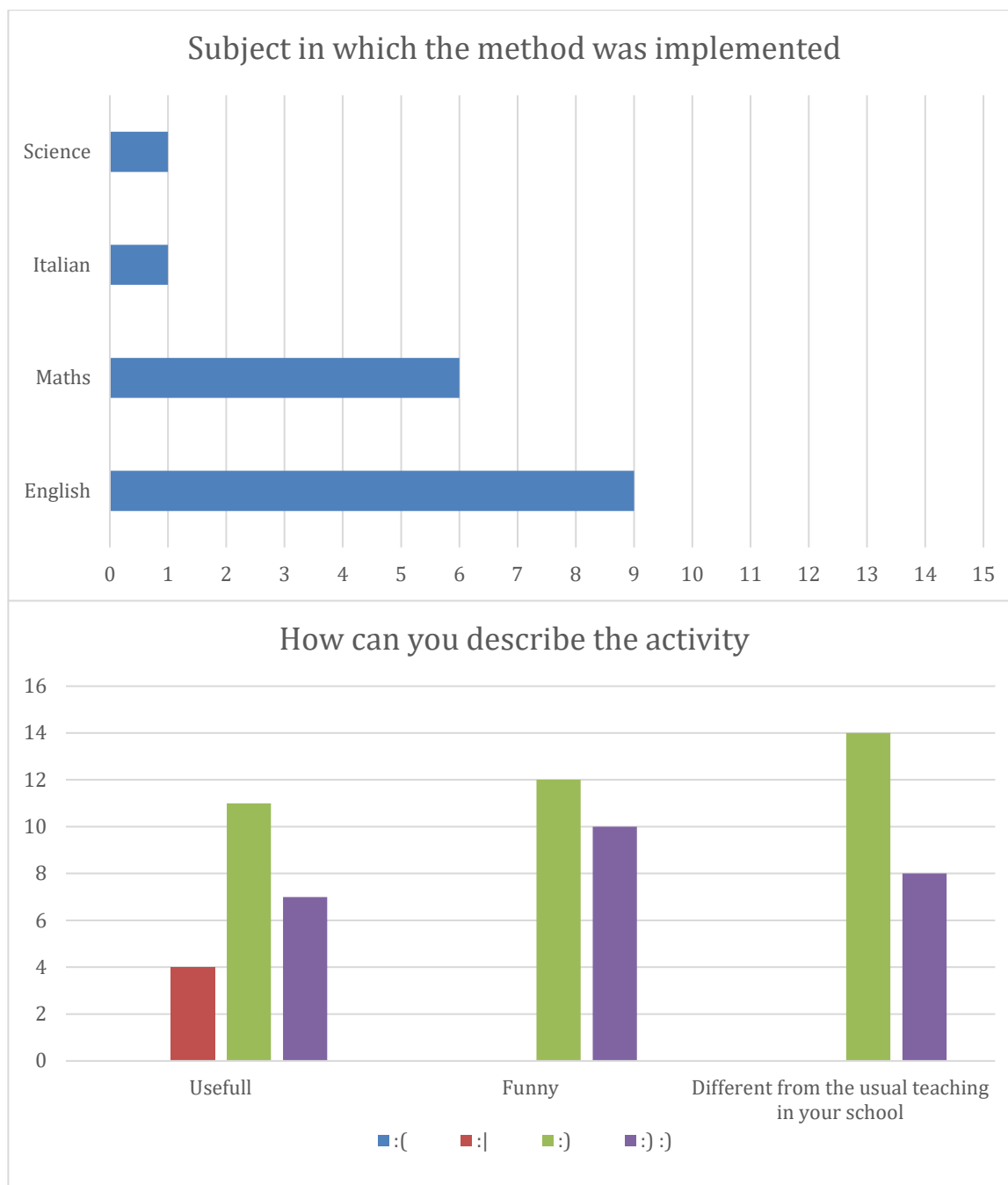
### Do you have any further comment?

- No

## The Sun is Shining on

This activity was implemented in Italy. Here below you can find the main results:

### Italy

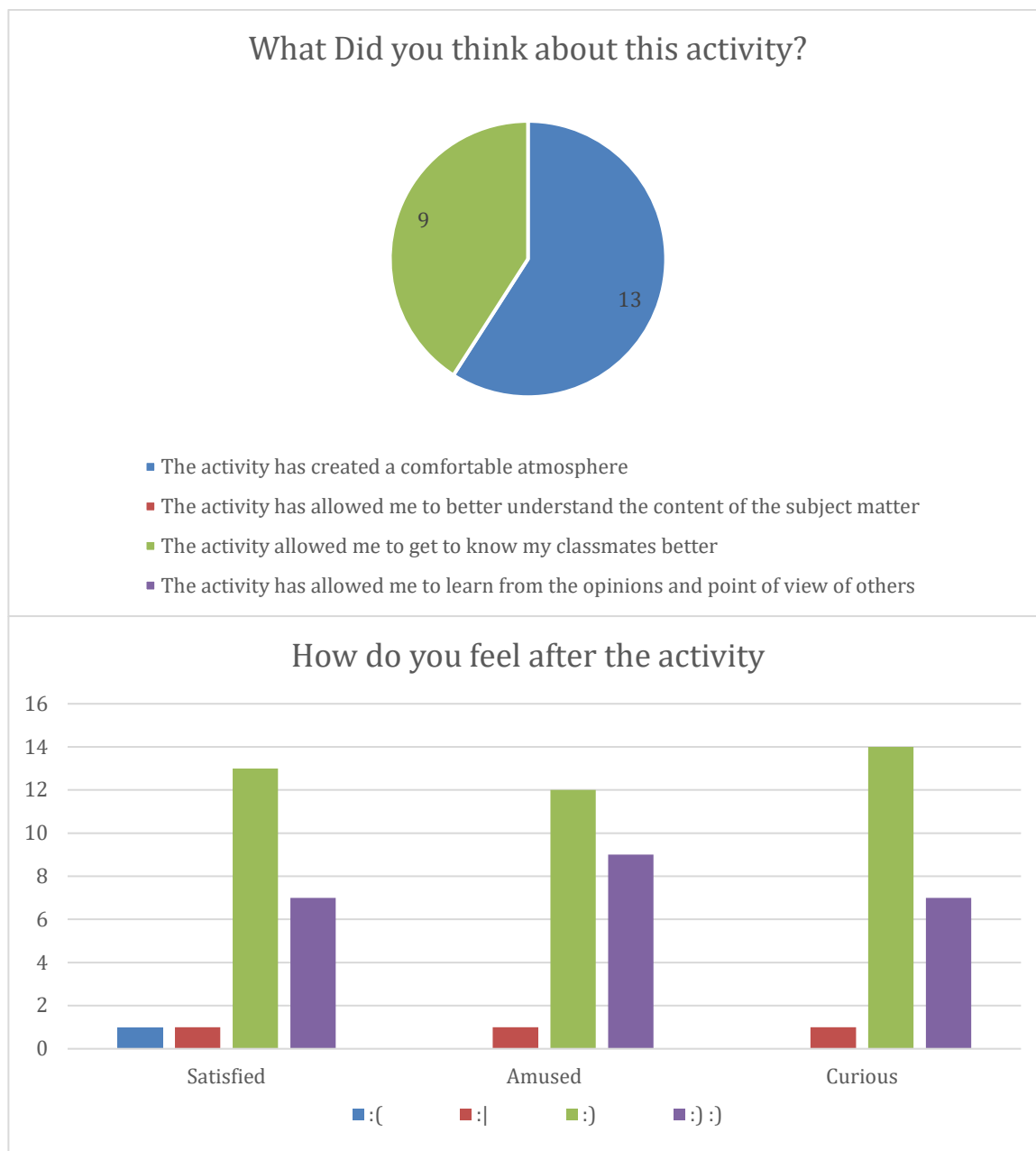


### What Did you learn from this activity?

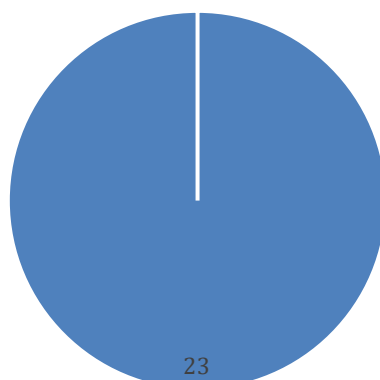
- *Keeping company*
- *To be more careful*
- *I have learned to be more careful*

- *I learned to notice what my classmates were wearing i.e. look at them in minute detail*
- *I enjoyed myself with my mates*
- *It taught me to get to know both teachers and classmates better.*
- *Having fun with my classmates and my professors*

Students learned not only to be more careful, but also created bond with classmates and teachers.



Do you want to do others non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *Move and laugh*
- *It was very fun*
- *Search for the place as quickly as possible*
- *I liked the collaboration between companions*
- *I really liked it because in addition to getting to know the classmates a lot, I also got to know the professors.*
- *I loved the fact that I could challenge someone else to who was the fastest to take the spot*
- *Being able to always keep a spot so you don't get caught in the middle*

Movement was a “success factor” during activity, it allowed to raise the attention span of the students during its implementation, keeping the involvement.

### What did you like the less?

- *Nothing*
- *The distance because of covid*
- *There was confusion over the distance*
- *The fact that since we were spaced out it wasn't clear which seats were free*
- *Due to the distance ,the game could not be played well*

From students’ answers it is possible to conclude most of them did not like the distance caused by Covid19 rules they needed to respect.

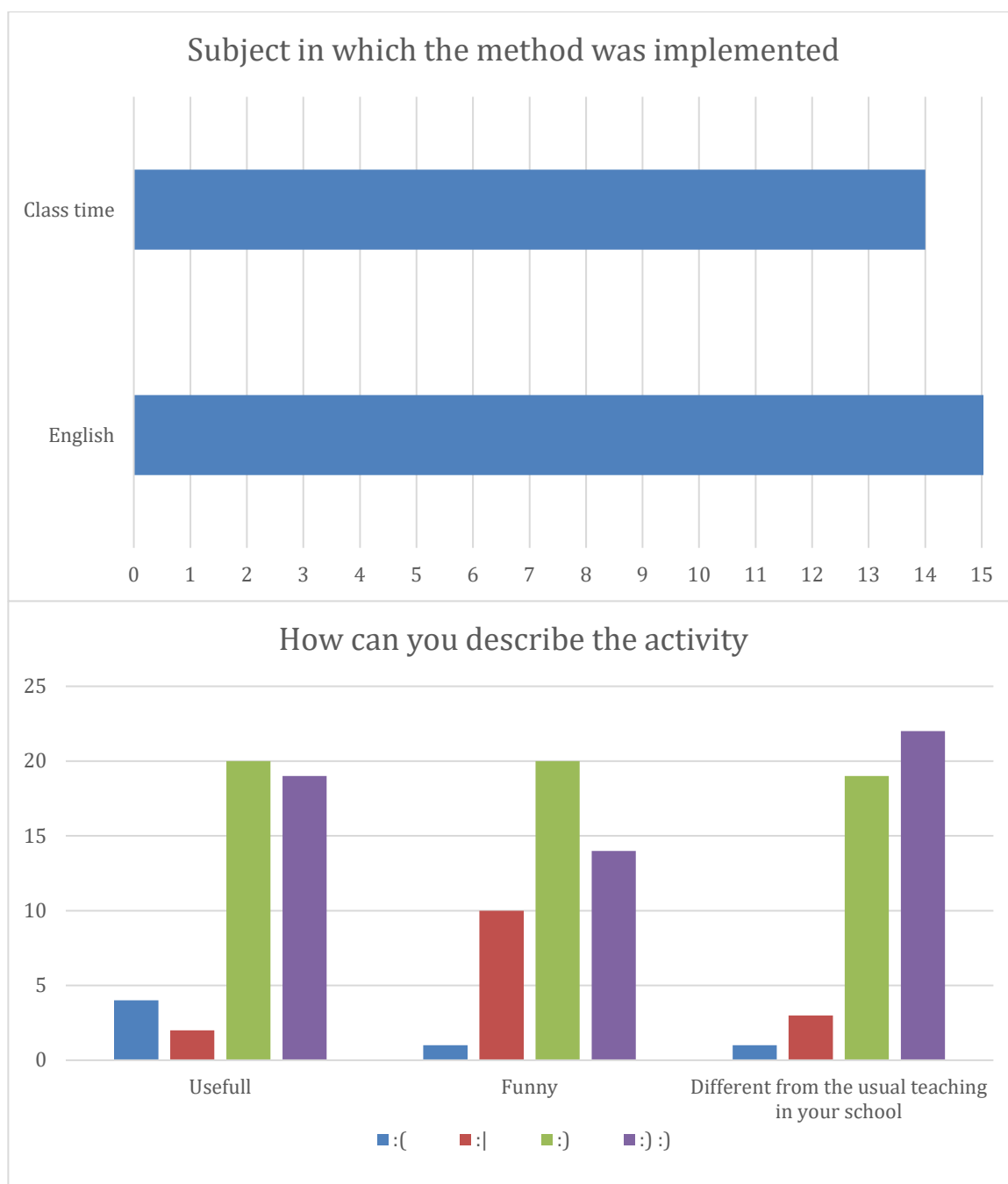
### Do you have any further comment?

- No

## Explore and Express a Range of Emotions

This activity was implemented in Bulgaria. Here below you can find the main results:

### Bulgaria

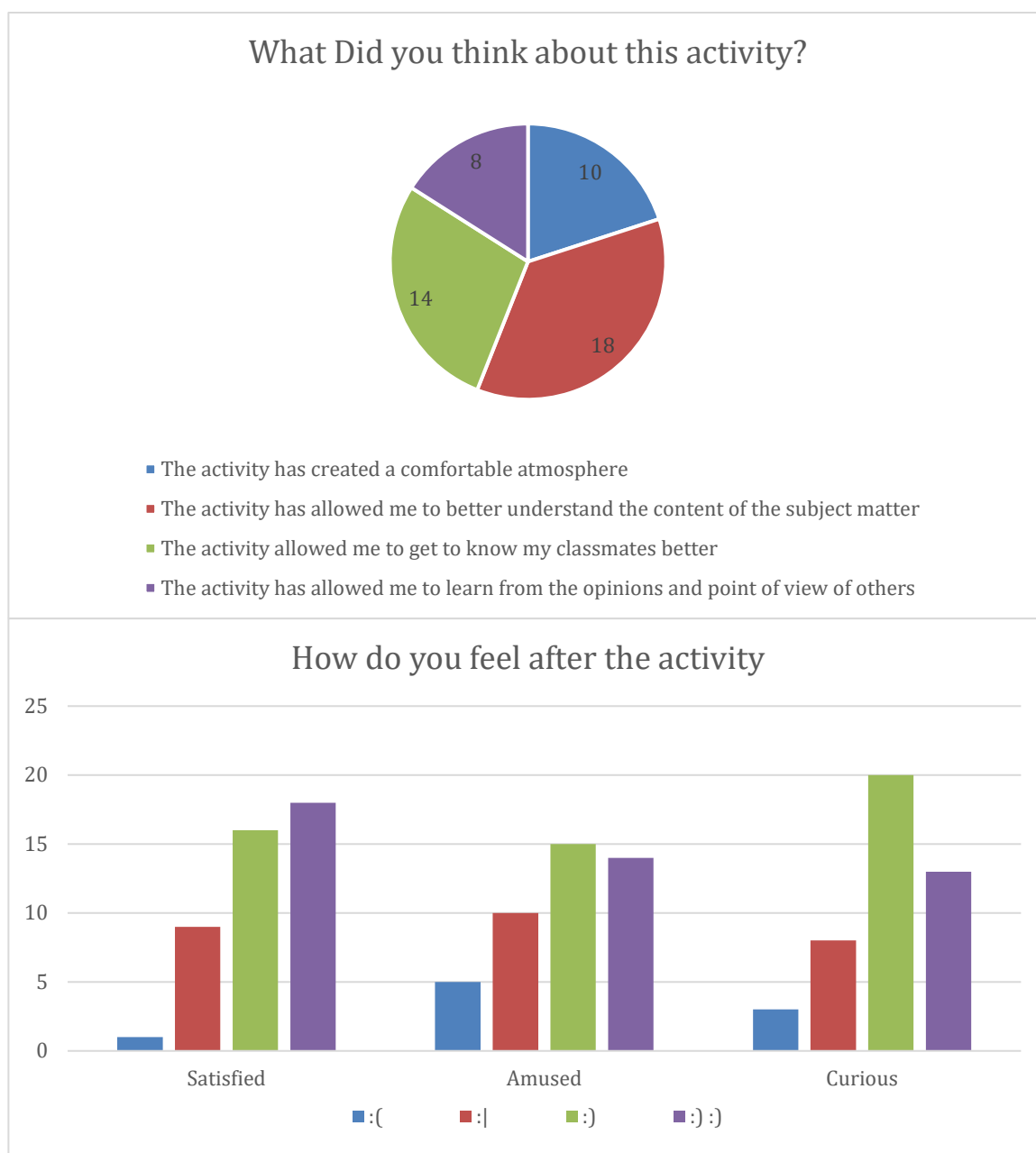


### What Did you learn from this activity?

- *To control my feelings*
- *About different emotions*
- *Express my feelings*

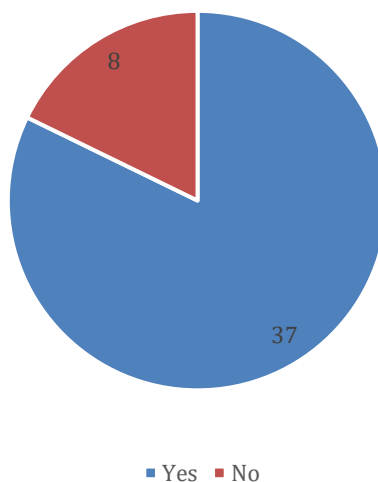
- *Nothing*
- *To express emotions with my class.*
- *I learn about my feelings*
- *Learned more about emotions*
- *How to express myself*
- *Everything*

The students really appreciated to be able to express emotions and learn how to do it.





Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *Everything*
- *The ability everyone to speak in class*
- *Our teacher*

### What did you like the less?

- *There was nothing i liked less.*
- *Some people in class are interrupting others*
- *Nothing*
- *I don't know*

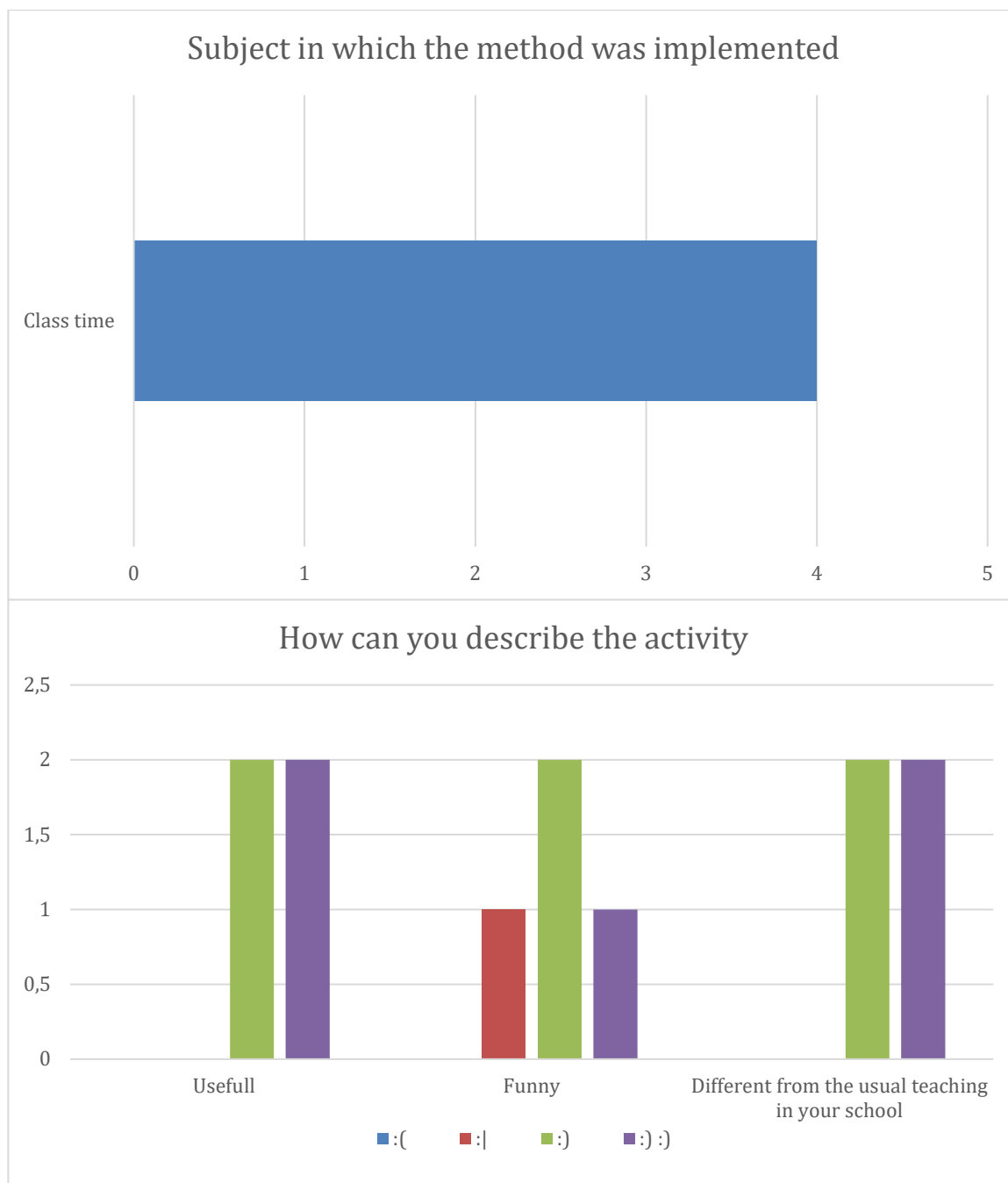
### Do you have any further comment?

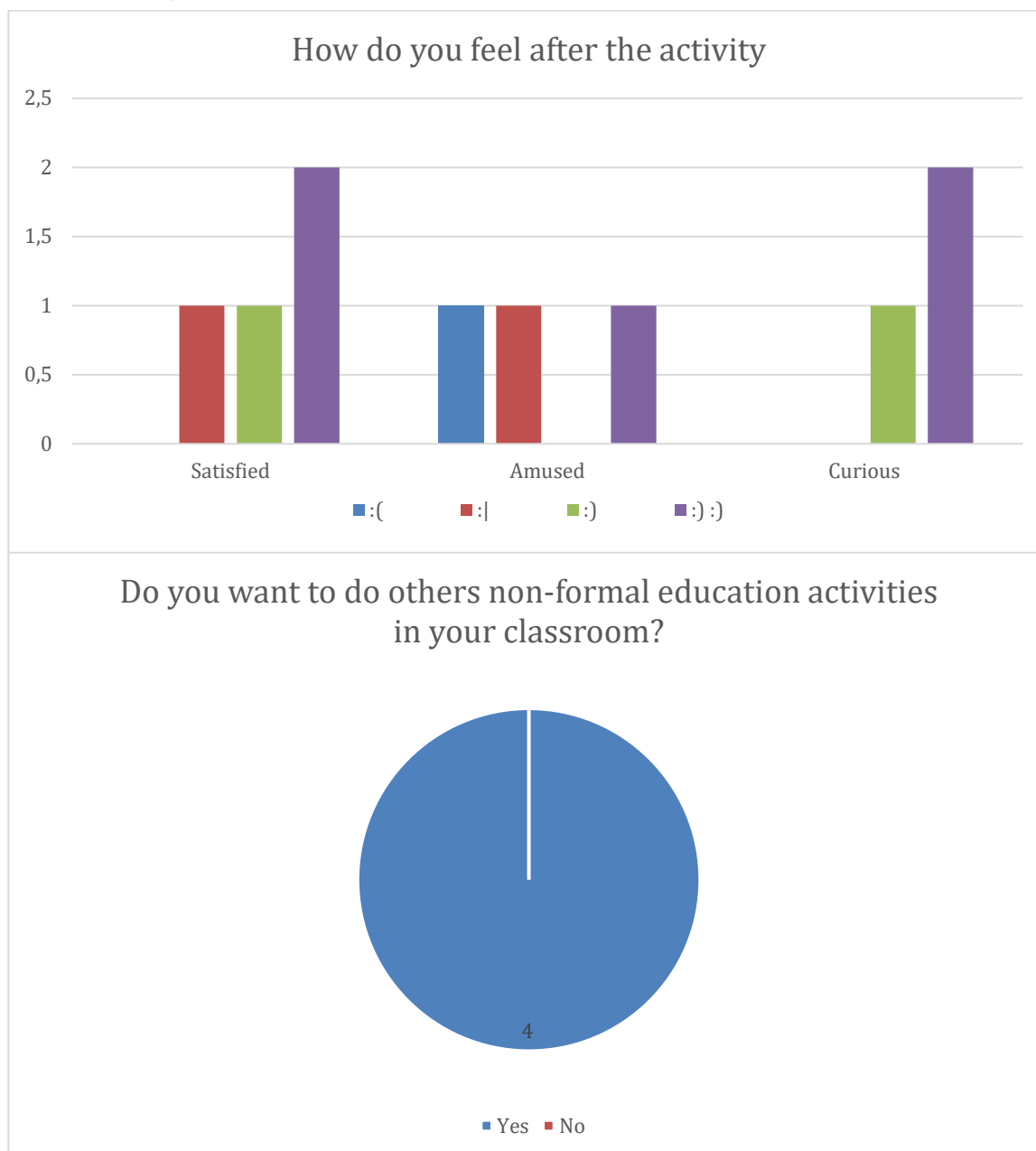
- No

Let`s Have Our Rules!

This activity was implemented in Latvia. Here below you can find the main results:

*Latvia*





#### What did you like the most?

- Everything
- To cooperate
- To have rules

As for other activities, cooperation seems the factor that was appreciated the most by the students.

#### What did you like the less?

- Nothing
- It was boring

Only one student didn't like the activity, expressing his/her difficulty in following the delivery of the activity.

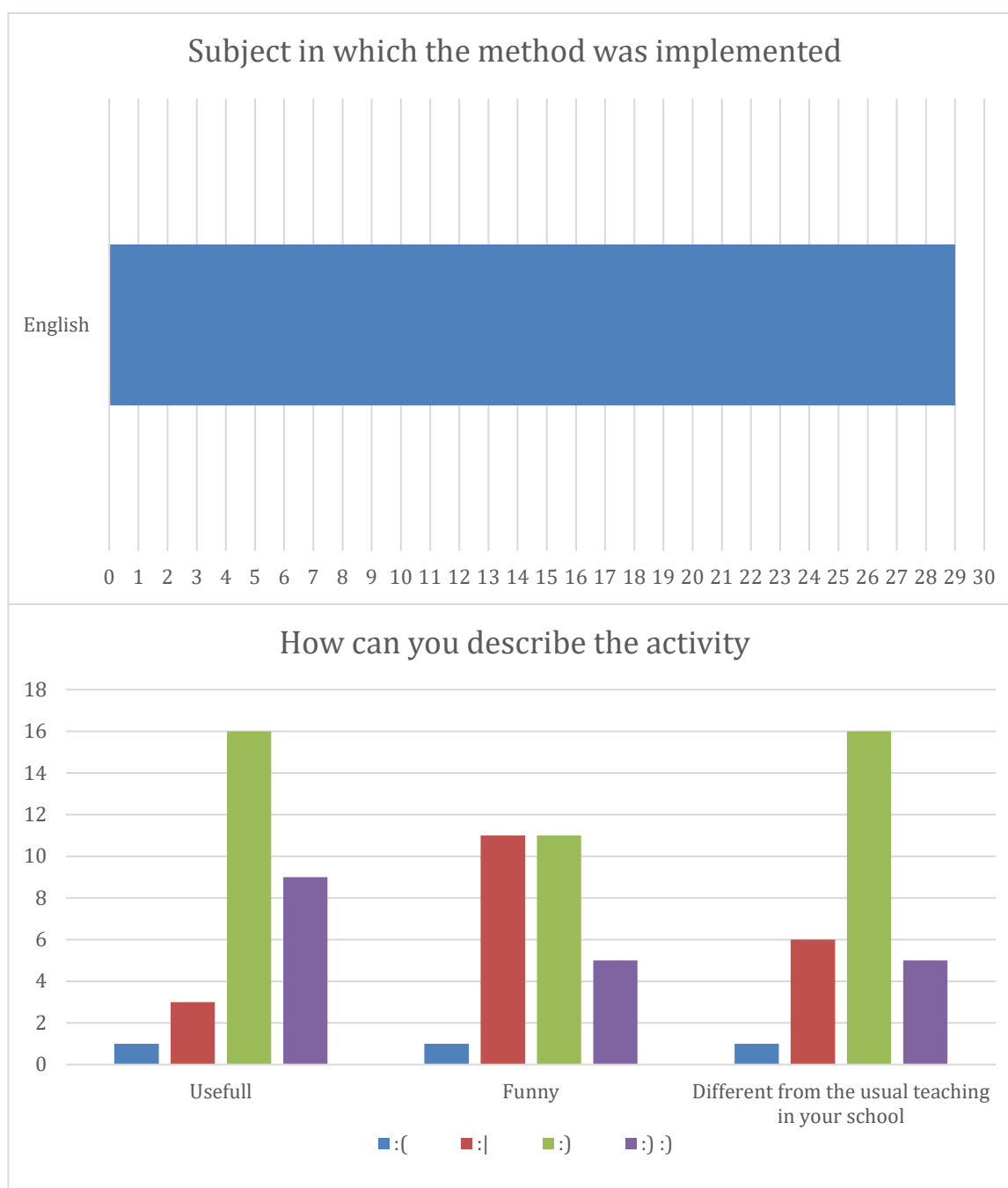
### Do you have any further comment?

- No

Memory card from Neuroscience

This activity was implemented in Bulgaria. Here below you can find the main results:

### Bulgaria

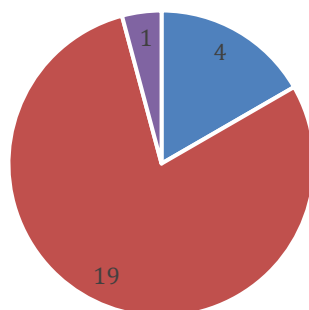


### What did you learn from this activity?

- Grammar and vocabulary
- Unknown words
- Some vocabulary and grammar
- I learned new things
- New things about the subject matter
- Understanding new type of texts.
- My pronunciation is better

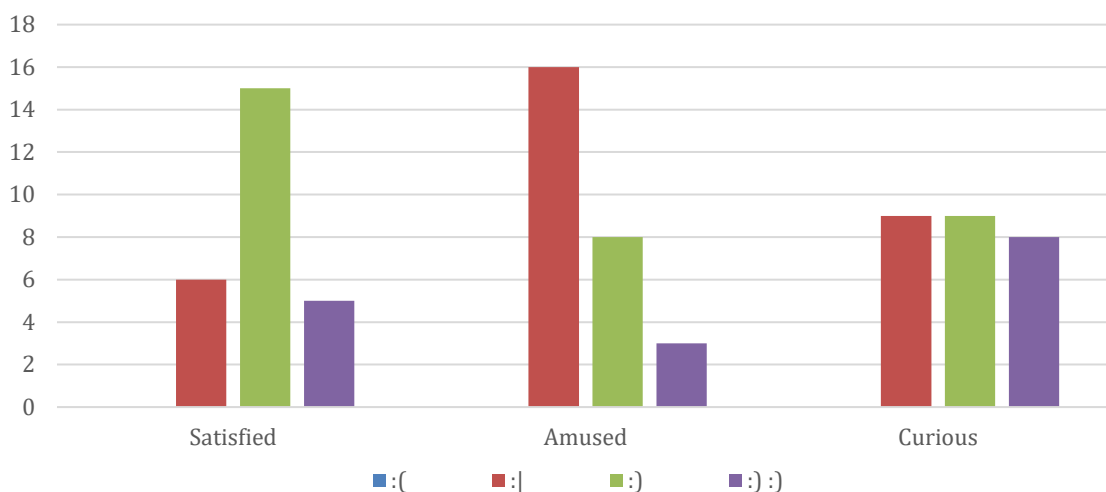
This activity has been a good chance to improve the vocabulary and to deepen a subject in a non-formal way.

### What Did you think about this activity?

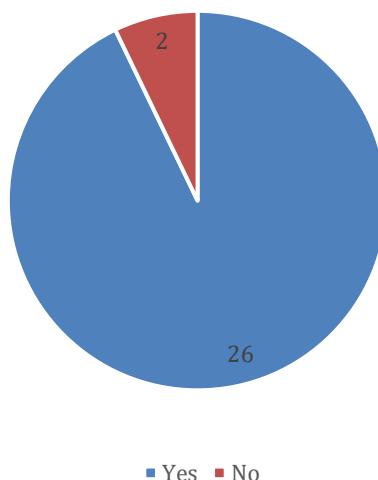


- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

### How do you feel after the activity



Do you want to do others non-formal education activities  
in your classroom?



### What did you like the most?

- *Everything*
- *That you can learn more*
- *Thw fact that we did something different in class*
- *The idea of the activity*
- *It was easy to understand the subject*
- *The pictures*
- *The way of learning*
- *The comfortable atmosphere*
- *Everything I learned*
- *Everything I learned*
- *Group tasks*

The students appreciated the new way of learning and the new “teaching dynamic” that the activity brought into the classroom.

### What did you like the less?

- *Nothing*
- *I got frustrated that I couldn't think of the memory cards.*
- *I can't see my classmates.*
- *Everything it's okay*

Almost all students agreed that they did not have something they did not like.

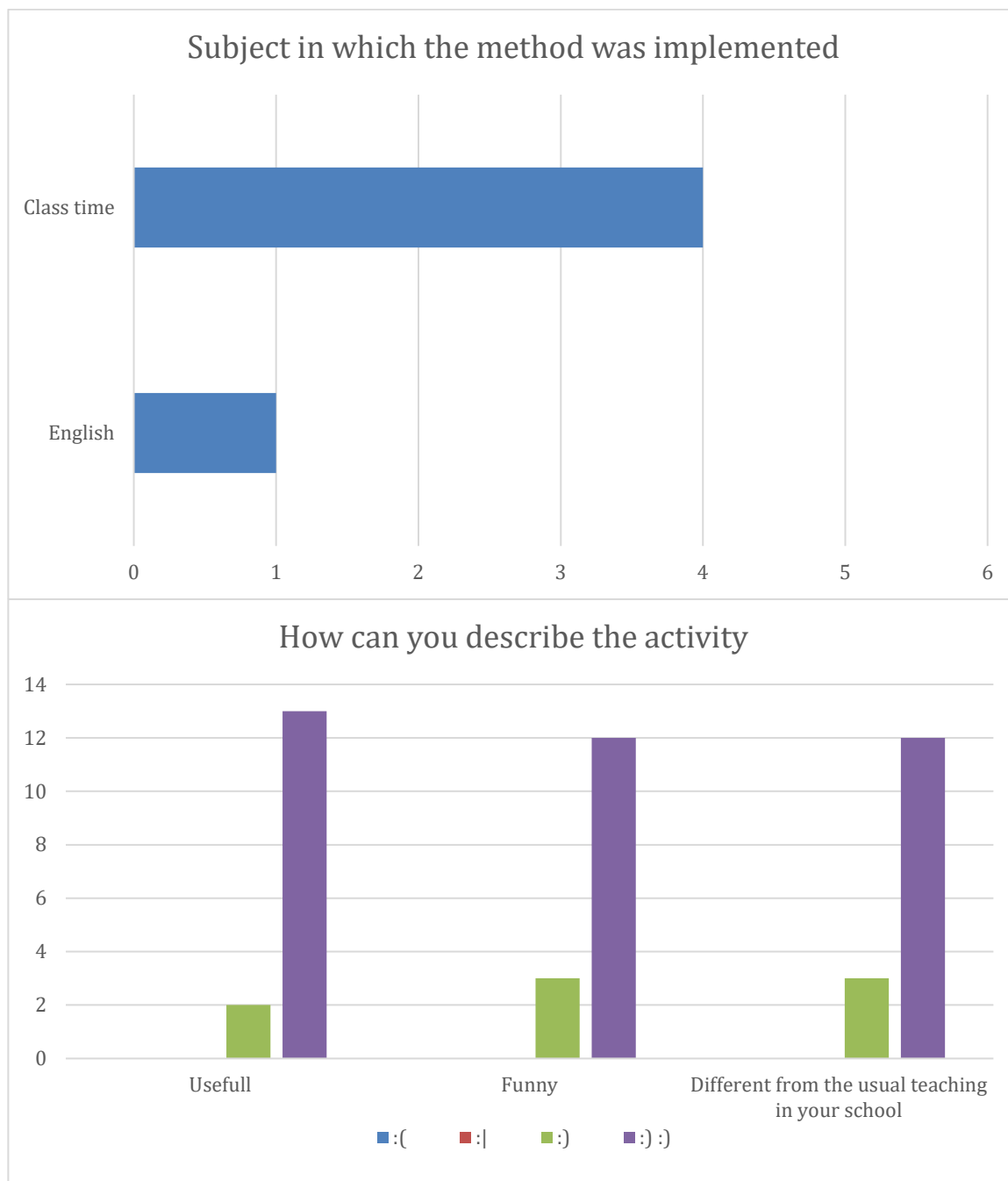
### Do you have any further comment?

- No

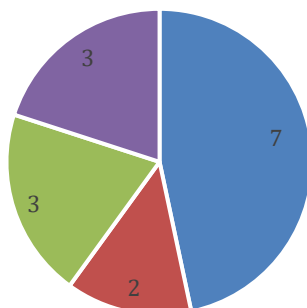
## Mountain Peak

This activity was implemented in Bulgaria e Latvia. Here below you can find the main results per country:

### Bulgaria

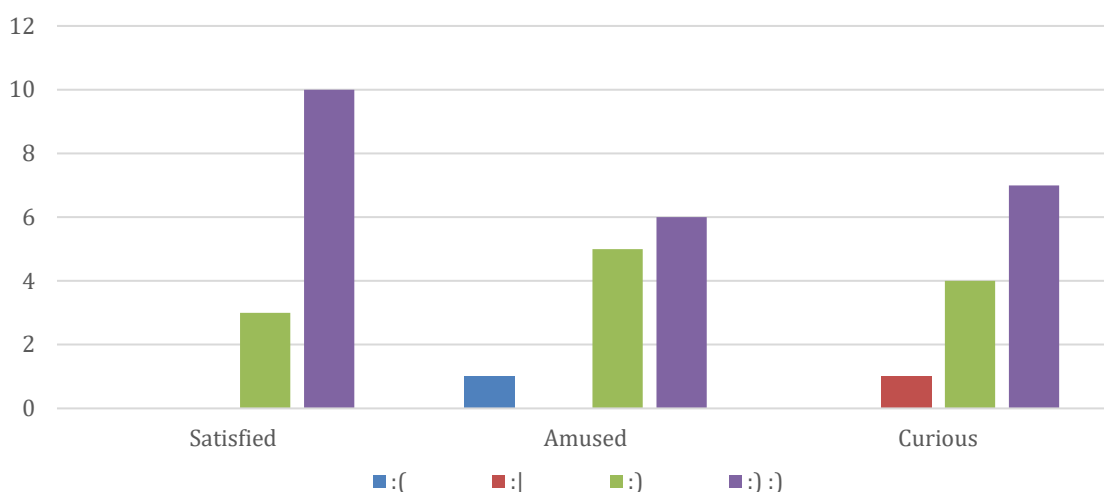


## What Did you think about this activity?



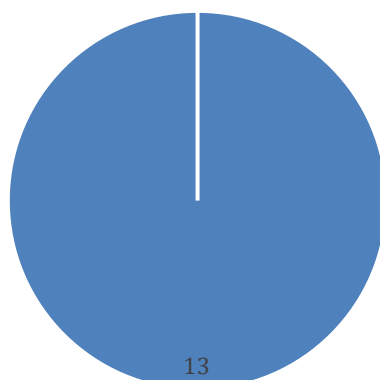
- The activity has created a comfortable atmosphere
- The activity has allowed me to better understand the content of the subject matter
- The activity allowed me to get to know my classmates better
- The activity has allowed me to learn from the opinions and point of view of others

## How do you feel after the activity





Do you want to do other non-formal education activities  
in your classroom?

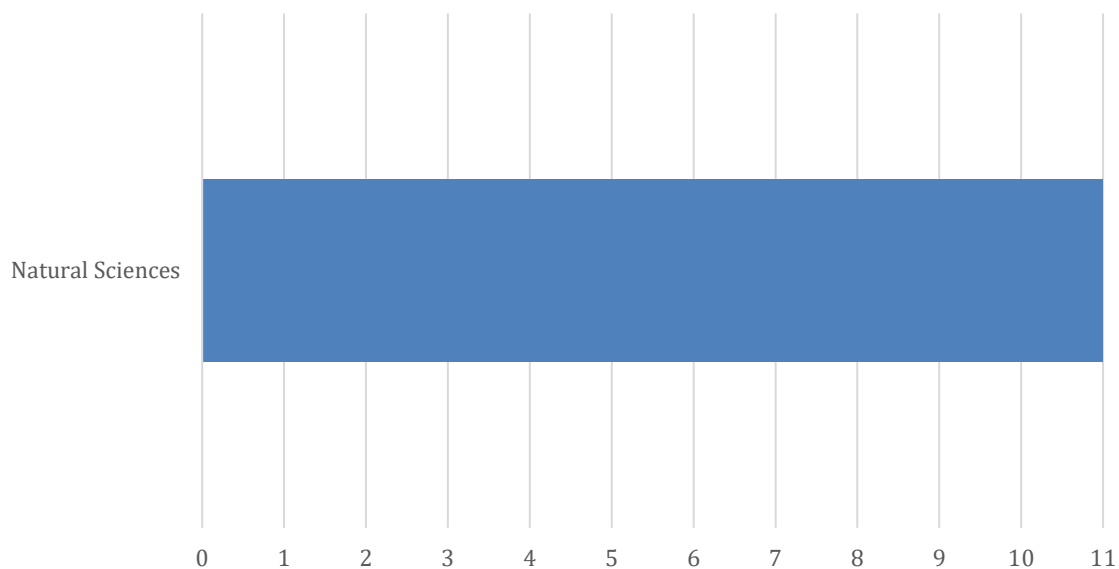


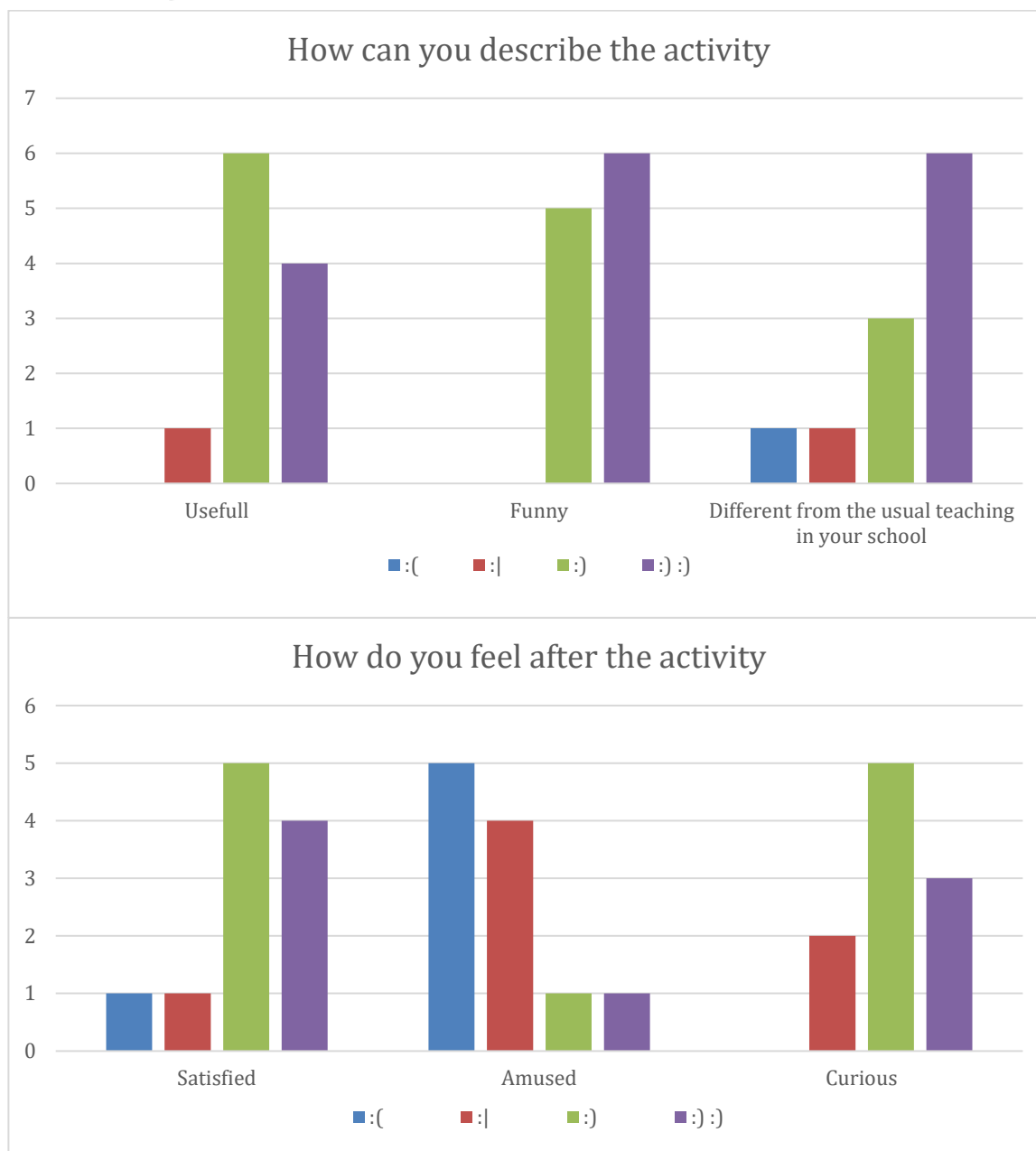
■ Yes ■ No

Students didn't fill in the section with open comments.

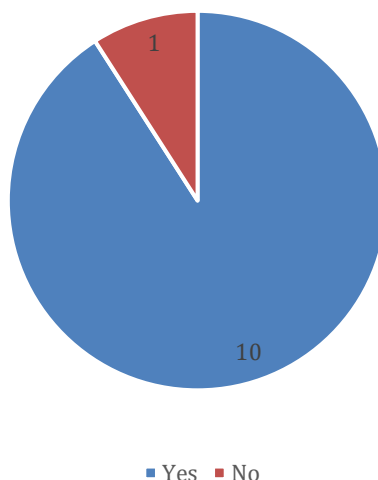
*Latvia*

Subject in which the method was implemented





Do you want to do other non-formal education activities  
in your classroom?



### What did you like the most?

- *To draw the mountain and write where You want to be*
- *That there was possible to decide where to fly*
- *To see how the robot gets to the Mars*
- *The moment when we saw the surrounding of the Earth*
- *The movie*
- *When we could write and draw our dream adventures*
- *I told what is needed to fly somewhere*

During the activity, students really liked the creative part related to drawing as well as their watching the movie supporting the activity implementation.

### What did you like the less?

- *That we had to stop the conversation about countries/continents*
- *That other talked*
- *I didn't like to listen to others*
- *Others where talking*
- *Nothing*

Some students did not like the atmosphere in classroom (someone was interrupting and/or speaking loudly).

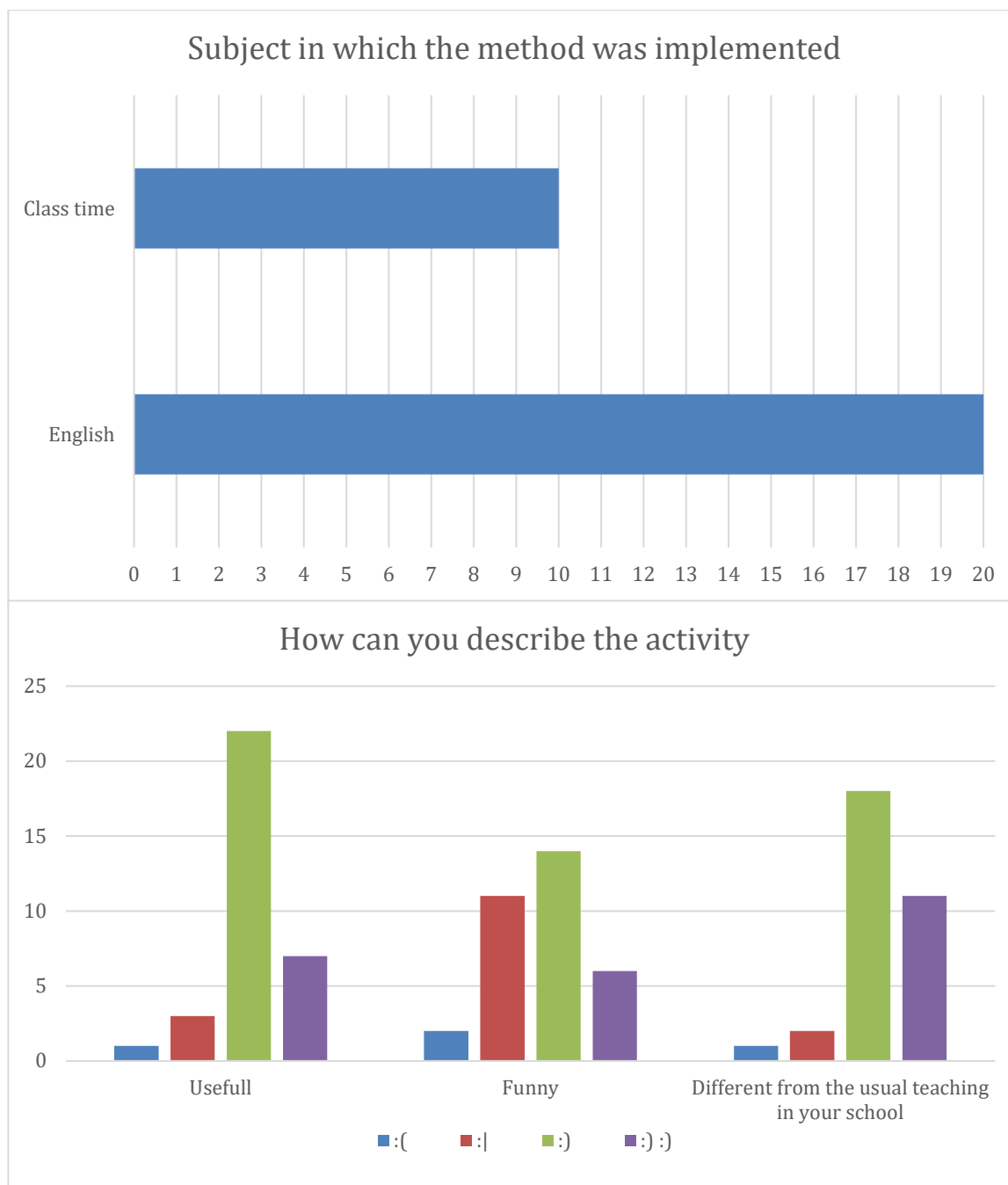
### Do you have any further comment?

- No

## Respond to an Accusation

This activity was implemented in Bulgaria. Here below you can find the main results:

### Bulgaria

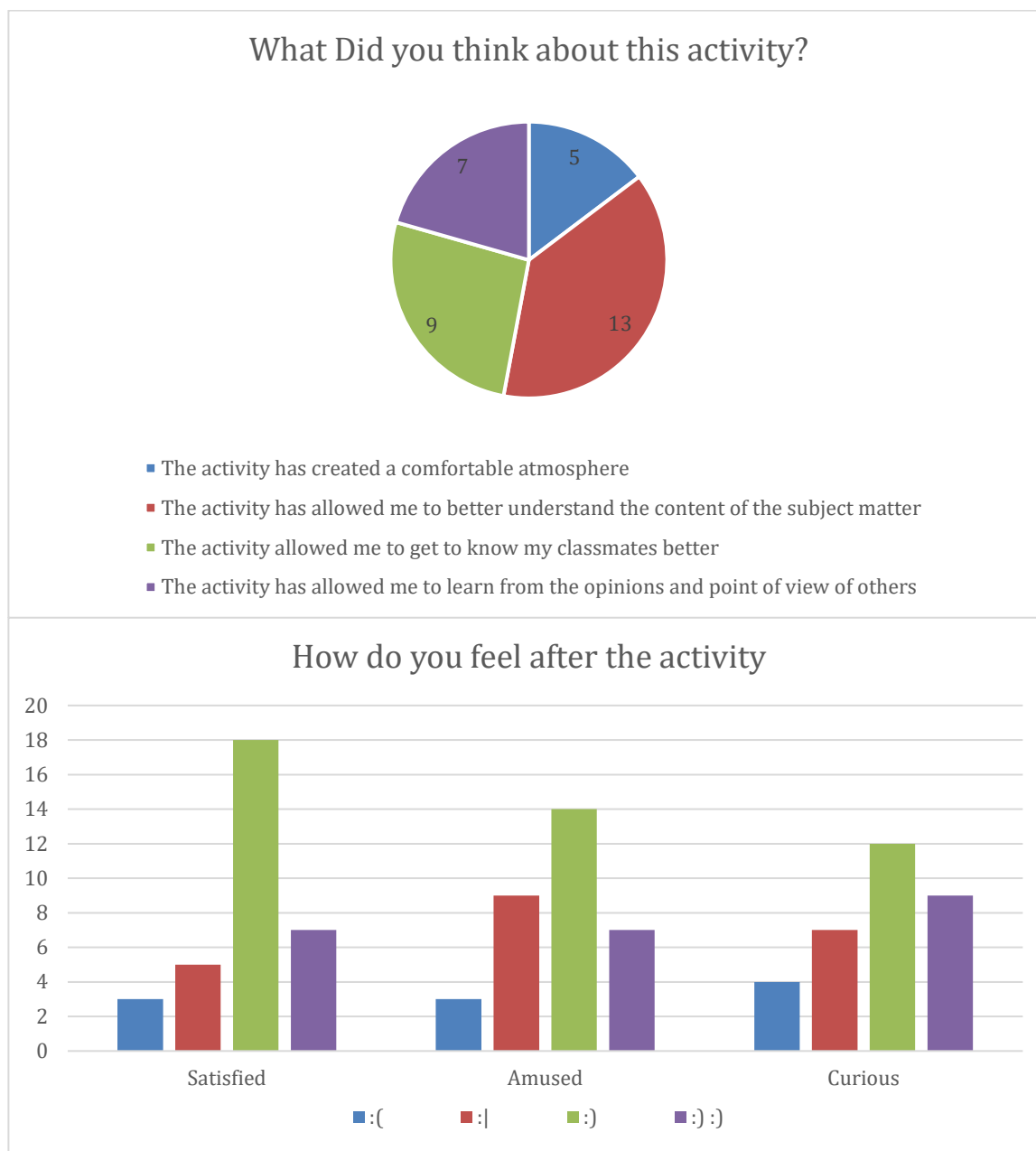


### What did you learn from this activity?

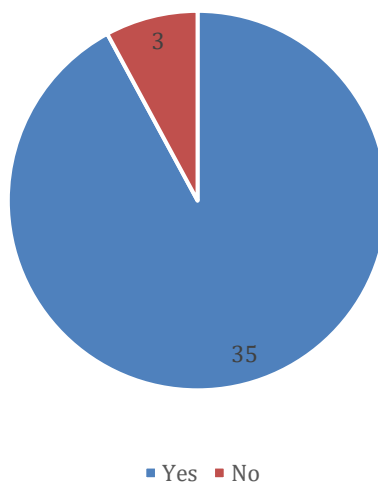
- *Not much*
- *A lot of new things*
- *Very much about my classmates*

- *To communicate*

Together with cooperation, communication is another factor which has been really appreciated by the students, meeting their needs to be able to express themselves more often with their peers and also teachers.



Do you want to do other non-formal education activities  
in your classroom?



### What did you like the most?

- Everything
- I don't know
- It was funny

### What did you like the less?

- Nothing
- I don't remember
- I liked everything

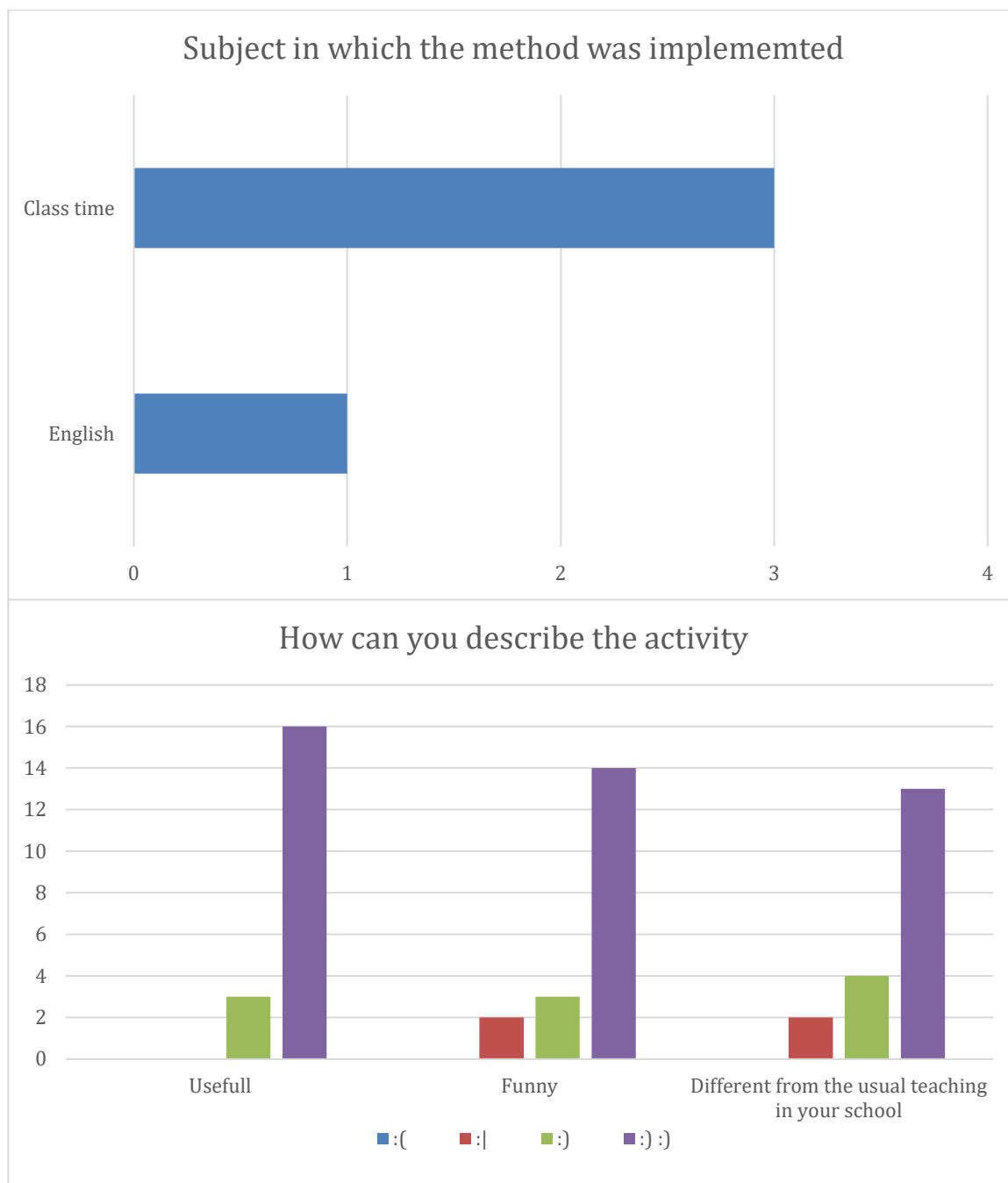
### Do you have any further comment?

- No

## Two Truths, One Lie

This activity was implemented in Bulgaria. Here below you can find the main results:

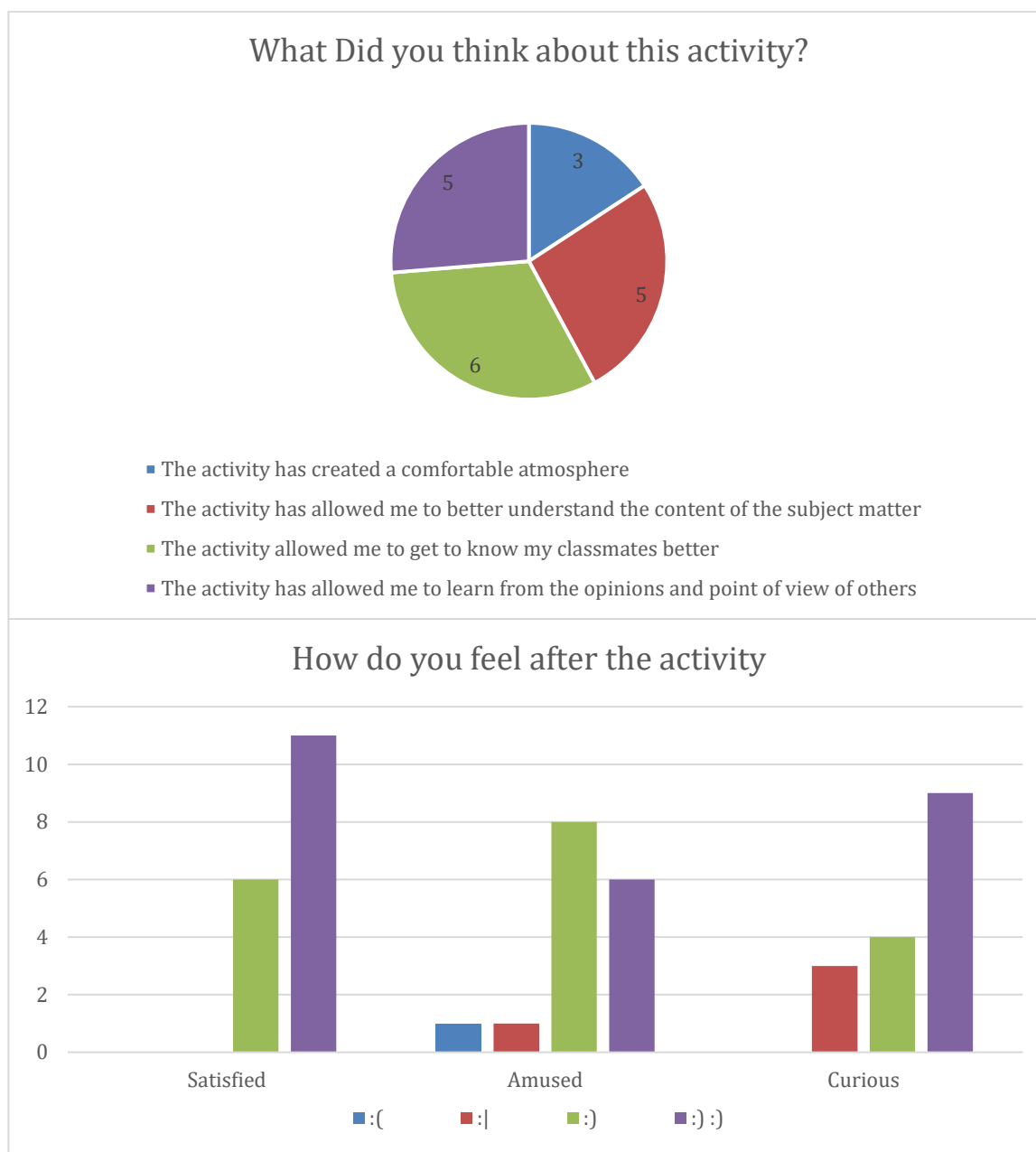
### Bulgaria



### What Did you learn from this activity?

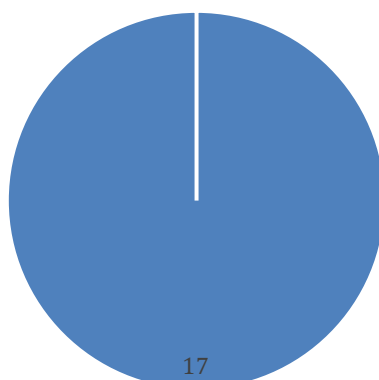
- *Many things like to know the others opinion and view*
- *How to control my emotions was the best I could learn*

The learning outcomes which were mainly appreciated were the open communication and the way of expressing emotions, which are among the ones really needed by the students.





Do you want to do other non-formal education activities  
in your classroom?



■ Yes ■ No

### What did you like the most?

- *The emotional support*

As mentioned before, this activity met an important need of the students, allowing them to express their feelings and be listened by their peers.

### What did you like the less?

- *I can't think of anything.*

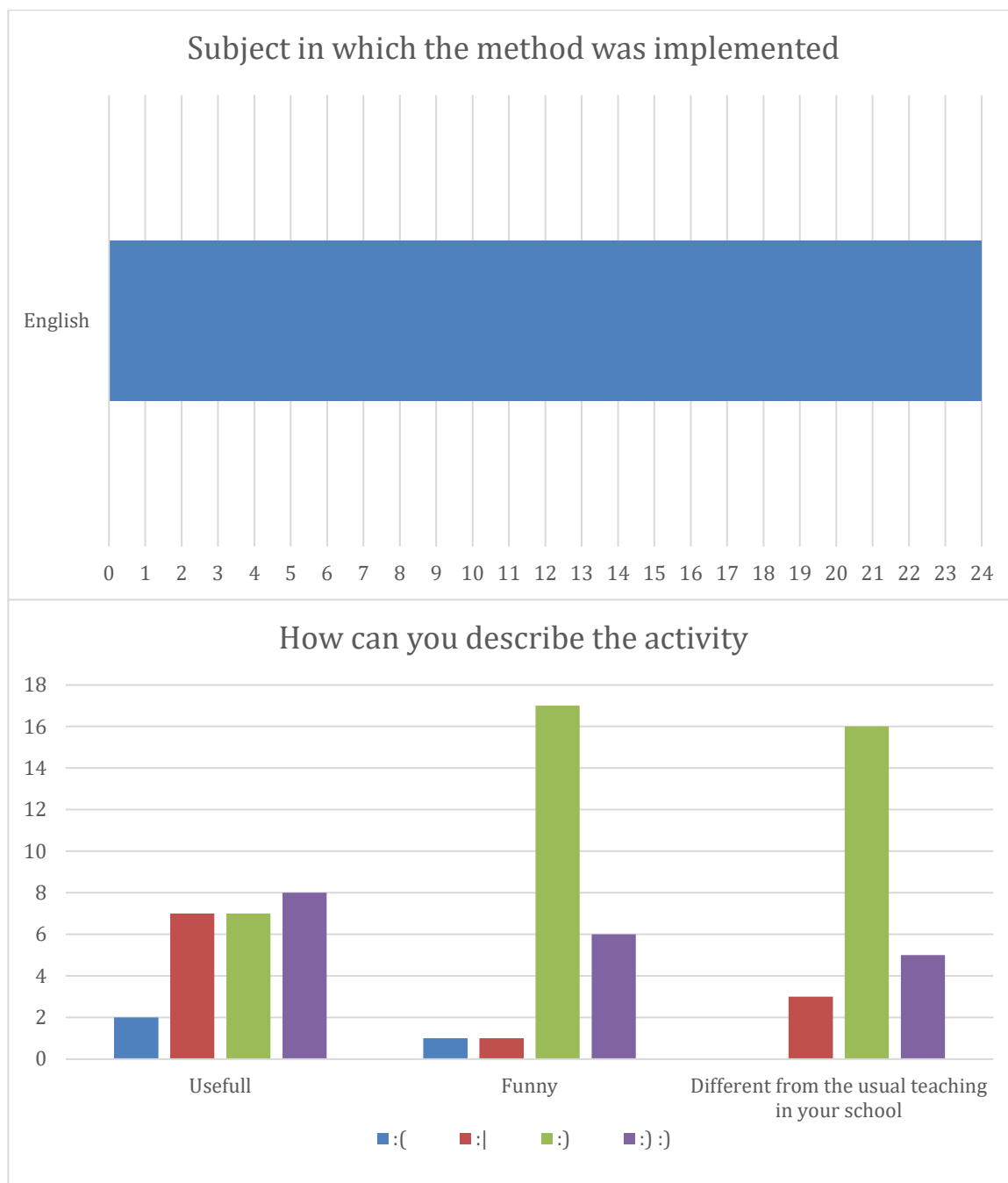
### Do you have any further comment?

- *This is a good thing to do in school because we can learn more about life and I think this is a better education than most of the things we study in the common subjects.*
- *No, I haven't*

School director/class teacher

This activity was implemented in Bulgaria. Here below you can find the main results:

### Bulgaria

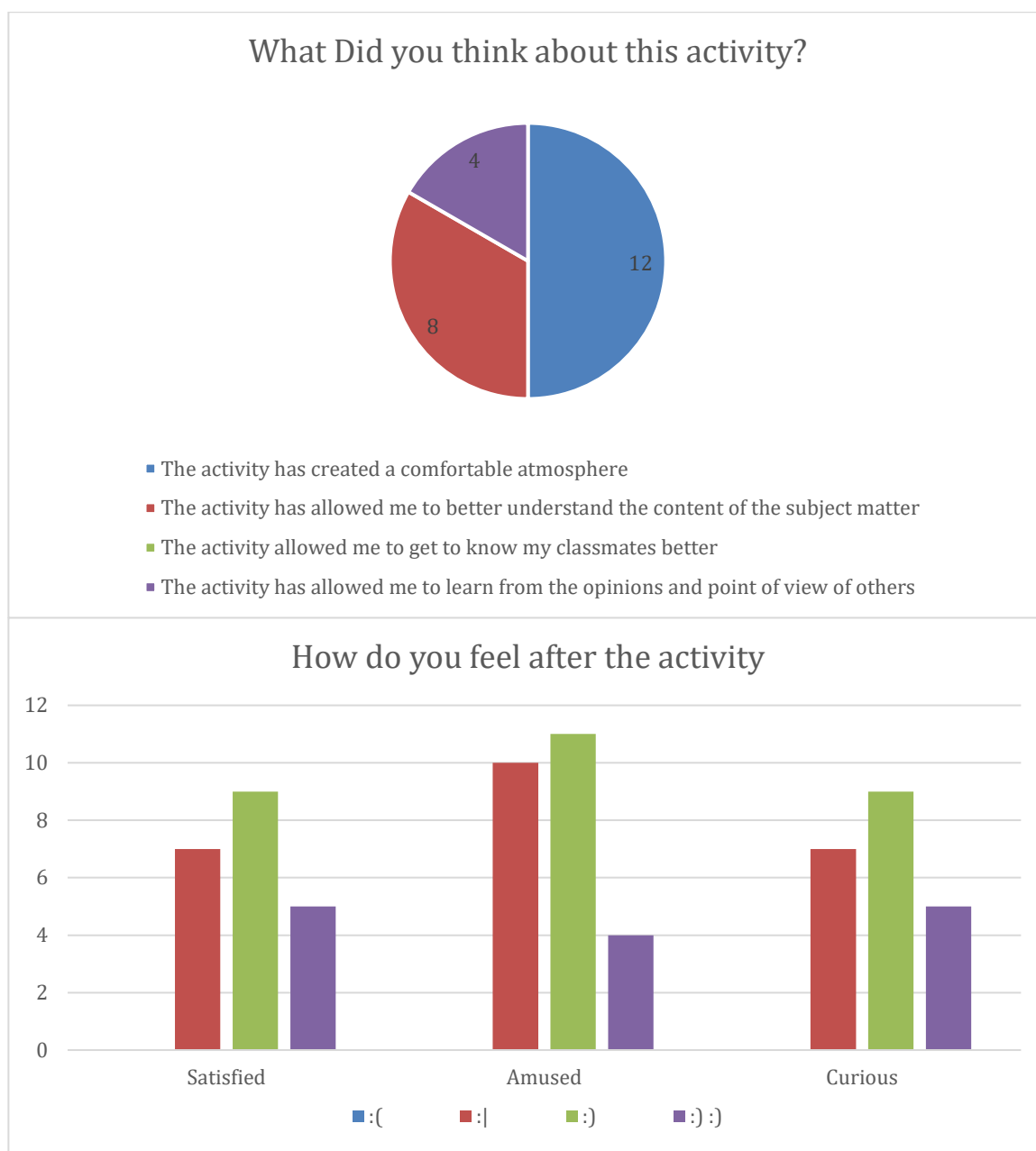


### What did you learn from this activity?

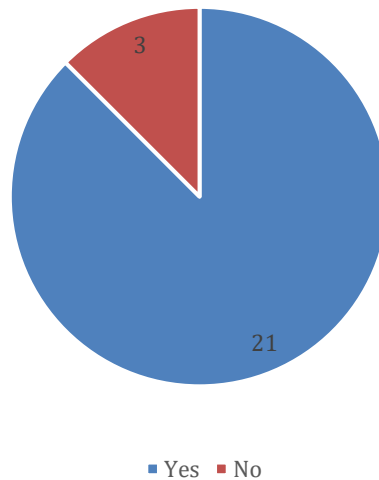
- *What I would like to do with the school if i was director*
- *Other people's ideas*
- *My pronunciation is better*

- *What school directors and teachers have to do*
- *Understanding new type of texts*
- *What I need to be a director*
- *Putting myself in the director's/class teacher's shoes for day*
- *Being responsible*

This activity allowed students to be in the shoes of their teachers and director, switching the role and making them understand the responsibilities and roles. Since it was implemented during an English lesson, it allowed also to improve the pronunciation and acquire new vocabulary to be used in different contexts and settings.



Do you want to do other non-formal education activities  
in your classroom?



#### What did you like the most?

- *The comfortable atmosphere*
- *To make presentation*
- *To see my classmates' ideas*
- *Everything*
- *Group tasks*
- *The idea of doing this activity in class*
- *Imagining what it's like being a principal/class teacher.*
- *The comfortable atmosphere*
- *The fun*

In this case, most of students liked to do this type of activity, appreciating teamwork and the comfortable atmosphere during the implementation of the activity.

#### What did you like the less?

- *Nothing*
- *Tests*
- *I don't know*
- *That it was quite a lot of work.*

#### Do you have any further comment?

- No

## Annexes – Templates for evaluation

### 1. Teachers

#### 1.1 Self-assessment questionnaire

*Age of students you teach:*

*School subject you teach:*

1. What do you think about non- formal education at school? How much are you interested in experimenting new learning methods in your class?

Please, rate from 1: I do not agree to 5: I absolutely agree	1	2	3	4	5
I am familiar with new non-formal learning methods					
I think non formal education methods could give me an added value to my teaching activity at school					
I would like to acquire new tools, methods and strategies to innovate my teaching approach					
I want to support my students in their learning process					
I would like to improve the collaboration, exchange of ideas and views and create a better working climate in my class					

2. In your personal opinion what characteristics should a good teacher have? List at least 5 characteristics

3. In your opinion, how much are these skills important for a teacher to implement non-formal education methods with students?

Please, rate from 1: Not at all to 5: A lot	1	2	3	4	5
Adaptability					
Open-mindedness					
Listening					
Sense of humor					
Tolerance and respect					
Creativity					
Mediation					
Flexibility					
Verbal communication					
Learnability					
Team work					

4A. About the previous questions, which skills do you think you have? List at least 5 skills

4B And which one you would like to improve? List at least 5 skills

5. As a teacher, do you think that this experimentation could be useful for your profession?  
Please, rate from 5 (absolutely useful) to 1 (not useful)

1	2	3	4	5
---	---	---	---	---

Please, explain why

--

## 1.2 Daily Logbook

School:

Age of students you teach:

School subject you teach:

<b>Activity title</b> <i>Which activities of the manual did you carry out? Please write the name</i>	
<b>Group size:</b> <i>How much people was involved in the activities? Do you think it's correct involve the number that we proposed in the catalogue?</i>	
<b>Group Age:</b> <i>the activity proposed is correct for this age?</i>	
<b>Activity duration:</b> <i>Do you think the activity duration is suitable</i>	
<b>Overview and objectives</b> <i>Do you agree with the activities' objectives?</i>	
<b>Relation to subjects</b> <i>Why did you choose this method? And how the use of the method was beneficial for teaching the subject?</i>	
<b>Materials</b> <i>Did you use some other materials?(e.g. billboards, leaflets, newspapers etc.)</i>	

<b>Preparation</b> <i>Did you do some previous preparation for carry out the activity?</i>	
<b>Step by step instructions</b> <i>Did you change some steps? And why?</i>	
<i>Has the activity achieved the expected expectations?</i>	
<b>Strengths and weaknesses of the activity(ies)</b>	
<b>How I felt</b>	

In your opinion How much is difficult this activity (1: very easy - 5: very difficult)  
 Will you share this activity with you colleagues? (1: I do not agree 5: I absolutely agree) \*  
 Are you satisfied about activity experimentation (1: I do not agree 5: I absolutely agree) \*



### 1.3 Final Questionnaire

1. School:

2. Country:

3. Subject taught:

4. Which activity did you choose?

5. You have chosen this activity for

- 1) To create socialization dynamics and strengthen the class group
- 2) To teach my teaching discipline in a non-formal way

6. Please explain your choice and how the method helped you in your classroom environment:

7. Have you made any changes to the activity? if yes, please motivate your answer

8. In your opinion which skills did you improve during the experimentation?

- Adaptability
- Open-mindedness
- Listening
- Sense of humor
- Tolerance
- Mediation
- Flexibility
- Verbal communication
- Learnability
- Team work
- Other:

9. Please, rate your level of agreement with the following sentences (1: I completely disagree; 5: I agree a lot). \*

	1	2	3	4	5
The activities allowed the pupils to acquire new skills					
The activities were carried out by the students without difficulty					

The students have increased their interest and motivation					
The collaboration between students has increased					
Activities allowed an decreased class absences					
I have encountered particular difficulties in conducting the experimentation					
I felt that the activity improved my relation with the students					
I did not feel comfortable to develop new learning methods with students					

10. As a teacher, do you think that this experimentation it was useful for your profession? \*

- A) Not at All
- B) A little
- C) Enough
- D) Very Much

11. Please explain why and justify your answer:

## 2. Students





Age:

School:





Name of the Activities

Subject in which the method was implemented

### 1. How can you describe the activity?

				
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different from the usual teaching in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. What do you think about the activity in class?

				
It created a comfortable atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a chance to socialize more with my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got to know my teachers better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. In your opinion which was the aim of the activity?

### 4. How do you feel after the activity?

				
Satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5. Do you want do others non-formal education activities in your classroom?

- YES
- NO

What did you like the most?

What did you like the less?

Do you have any further comment?



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