

COMENIUS PROJECT

EVERYBODY FITS IN

THE FIRST VISIT, IN SPAIN (14TH - 21ST NOVEMBER 2009)

Report on the Post visit feedback form from guests (16 teachers and 16 students)

Year 2009

Host country: Spain

Ts: 16, Ss: 16

In terms of *Welcome and stay* the majority of the answers, on behalf of the teachers (Ts) and students (Ss) alike, have been rather positive. With Ts only a 10% of the answers were allotted to average, whereas the rest of 90% and a 100% of Ss' answers have considered the *welcome at the airport and at school* very good.

Everyone agreed unanimously that the *cost* of the trip was reasonable.

The questions linked to *accommodation* have been subject to 100% appraisal, except a 25% of Ss' answers which indicated it as rather far from the town centre. Also, *living with the families* has met 100% content on both parts.

Treatment has registered quite varied answers. Regarding *the treatment from T to T and from S to S*, in this project the results seem very close. Ts in proportion of 90% considered it as very good, excellent, and with only a 10% as good, whereas Ss in proportion of 12% considered it as good, and 88% viewed it as very good.

Regarding *the S-to-T and T-to-S treatment*, Ts considered it in proportion of 90% as excellent, with a 10% as good, whilst only a 50% of the Ss viewed it as excellent, the rest of the results being split into 40% as good and a 10% as average. In terms of people's perception of teachers, Ts' answers were unanimously assigned to very good. In contrast, Ss' results show that a 43% considered it as good and only a 56% as excellent.

As for *transport*, Ts answers tally with Ss' in proportion of 100% on the theme of a well-organized transport. Whether *transport was easy and fast*, a 90% of the Ts consented this as excellent, with a 10% dissociating, and a 68% of the Ss considered it excellent, very good and about a third as negative.

Regarding *Participation and outcome of the project*, the results clearly coincide with a 100% from each part in terms the number of Ts and Ss participating, viewed as normal, and also in terms of coverage of Ss' families seen unanimously as high. Yet, with reference to coverage of the Project in local and regional institutions as well as in media and in school, answers differ. Ts' results (81%) clearly indicate that the coverage in these areas was rather successful; Ss' results, though, recorded it as average with a 56%. Ts and Ss agreed in proportion of 90% each to excellent coverage in school.

The third topic, *Culture*, also registers distinct answers at certain points. The number of visits was considered as sensible, impressive by Ts with an 81% being overcome by Ss' percentage of 100%. For 75% of Ts *the visits were always interesting*, which were the same only for 25% of Ss. 87% of the Ts and only 56% of the Ss considered the visits were *always well organised*.

Ts and Ss alike (100% each) agreed to have *eaten well*.

In what concerns the theme of *having learnt anything*, answers were mostly even, except slight differences. Ts and Ss, in proportion of 100% each admitted having got acquainted with youth reality, with the educational system there, as well as with the reality of the country and region. A 10% difference is displayed regarding whether they learn anything about teachers' working situation when all Ts, and only 93% of the Ss, answered *yes*. Another discrepancy resides in whether anything was found out about family life in the host country, where a 20% separated the two parts: 81% of the Ts answered *yes* in contrast to Ss who all answered positively.

All Ts agreed there were no *differences among participants due to religion*, contrasting to Ss' answers which pointed to *Sometimes* in proportion of 12%, the rest of 80% saying *not at all*.

The open-ended query aiming at *differences* noticed in terms of *culture and the country*, the answers were various.

Language stands for the following topic, which seems to feature less difficulties for the teachers than for the students. Most individuals, Ts 68% and Ss 43%, highlighted English as the most spoken language within the project, closely followed by Spanish, 25% each part, and French with 17 percents on behalf of the Ts and 22 percents on behalf of the Ss. *Communication broadly speaking* was fluent for 62% of the Ts and 37% of the Ss, being medium with a reversed percentage: 37% of the Ts and 62% of the Ss. Thus, irrespective of the language used, teachers apparently communicated better than the students. As for *the talks undergone*, these were in-between fluent and medium for the Ts, whereas for 18% of the Ss these were fluent and for 82% medium. In written texts, 81% of the Ts were rather fluent and barely 38% of the Ss felt the same. Within *work sessions*, *communication* was felt rather medium for 50% of the Ss and fluent for 44%, while for 75% of the teachers saw it as fluent. As for *communication with partners*, answers were almost similar in that Ts (50%) and Ss (44%) admitted it as having been fluent and efficient. In terms of *goals' achievement*, results were 100% positive on behalf of each part. *Development of social skill* registered positive answers, Ts in proportion of 94% and Ss in proportion of 100%. Whether they *improved their own skills* or not, once again the results were almost similar: 94% of the Ts and 88% of the Ss answered *yes*.

The fifth topic is *Work*. With regard to having a *work plan*, almost all coincided for an affirmative answer with a difference of 12%, all Ts and 88% of the Ss. The *number of sessions* was considered as *average*, 88% of the Ts and 94% of the Ss. The question *<Did work session match the previous plan?>* registered clear different answers, as follows: in proportion of 68% Ts answered *yes*, being overcome by a 94% of the Ss who answered positively. A 93% of the Ts, and all Ss, considered that there were clear established aims for communication during work sessions.

All Ss (100%) confirmed that (i.) *the tasks were clear* for themselves and (ii.) were also *shared out*, as well as (iii.) that their *teamwork skills* were developed, while Ts agreed to these in proportion of only 94%. Both parts agreed unanimously that *the school was well-equipped with new technology*.

To the following two questions only the Ts were asked to answer. Consequently, 90% of their answers were indicative of the fact that *the previous agreements were kept*, only 10% dissociating from this general acceptance. All Ts agreed to *having reached new agreements for future visits*.

In what concerns *fulfilment of the aims*, answers do not differ too much, being more or less the same for most questions. The *aim of motivating learning* was unanimously considered to have been reached. Also the aim of *enhancing the use of new technologies* was believed to have been met with 93% of Ts' answers and 87% of Ss' answers. Both parts agreed unanimously that this project increased the feeling of *European Citizenship*. The majority of the answers were in favour of the fact that prejudices of the participant countries were broken down, Ts 87% and Ss 93%. Again there were positive answers

regarding *the improvement of the teaching practice*, with 94% of the Ts and 87% of the Ss. In proportion of 94% (Ts) and 69% (Ss) the project seems to have *promoted equality between gender and cultures*. *Awareness of the Project's objectives* was high for 62% of the Ts (being average for 37% of them) and medium for 56% of the Ss (being high for only 37% of them).

About the final product, 62% of the Ts and 68% of the Ss viewed it of high quality, whilst the rest pointed to a medium quality. Furthermore, 62% of the Ts and 68% of the Ss believed that there were few individual tasks undergone in one's school, the rest (37% Ts' and 25% Ss' answers) being of opinion that

there were many such activities. About one's contribution to the final project results displayed it as average for 62% of the Ts and 56% of the Ss, though 37% of the former and 44% of the latter saw it as high.

A percentage of 78 of the Ts and all Ss said that they attended lessons.

The rest of the questions regarding aspects to improve, difficulties and suggestions are open-ended, for which the results cannot be catalogued in any other way than simply getting acquainted with the opinions shared there.

CONCLUSIONS

Most of the answers have displayed a positive thought on behalf of all those involved in this project. And precisely this issue reveals that it heads for the right direction bringing benefits for both parts, teachers and students alike. The project has thus been lucrative on distinct layers, not only in terms of achieving its aims or getting to know different countries and cultures, but also within the professional area, in terms of practising foreign languages (English, Spanish or French, even Bulgarian) and also learning tiny segment of these, then with regard to enhance one's teaching and learning, or to prove ability of team work. It's true that though in what concerns the number of individual tasks undergone in one's institution about the final product, this was not so high, one aspect is to be taken into account, it was merely the first visit, so individual activities were not so many; yet, better positive results are expected here as the project advances. In a nutshell, the generic view of these results feature this project as successful in its entirety and foresee as well a similar course in its following stages or visits.

Romanian team: *N. Balcescu* National College, Braila - Romania
Coordinator teacher: Roberta Pavel
Collaborator teachers: Gabriela Barnovschi
Florentina Andronache