



OVERVIEW REPORT on the feedback from the project target groups

About this report

The aim of this report is to make an overview of the feedback of the participants in the four KEYS' National Interactive Seminars (NIS), organised in the project partner countries to present the outcomes of the "substrate" projects: SUSTAIN, AQUEDUCT, IDIAL, READIT and KeyTTT in a practical way to the educators.

The aim of the NIS within the project was:

- to increase the target group's awareness about the products and outcomes of the 5 KEYS substrate projects;
- to collect feedback on the applicability, transferability and effectiveness of these products and outcomes in the national educational context of the partner countries;
- to provide a platform for discussion between the project promoters and target groups on the competence based education and for collecting ideas for channels for further dissemination of these products in the partner countries;
- to reinforce links with the local educational community.

According to the application, each NIS was planned to be a one-day event with workshops and presentations aimed at presenting the outcomes of the 5 substrate projects. The targeted participation was aimed to at least 35 representatives of the project target groups per seminar (140 project target groups' representatives involved across the partnership). To allow wider impact of the project implementation across the project countries, the project budget provided funds for local travel and subsistence for educators and representatives of the project target group from other cities within the hosting country.

Feedback instruments

The feedback was collected with the help of a questionnaire, spread to the participants in each KEYS NIS on paper. The questionnaire used was, in general, the same for all seminars. The first version used for the 1st NIS in Turkey was lately slightly modified to incorporate in the "Job profile" information not only on the subject thought of the NIS participants, but also about the school level in which the respondents work. After creating the second version of the questionnaire, it was used without modification for the 2nd, 3rd and 4th NIS. The version 2 of the questionnaire is enclosed at the end of this report as Annex I.

The feedback forms used in Italy and Bulgaria were translated in the languages of the partner countries to facilitate the respondents. The processing of the feedback data required translation of the responses into English to allow analysis of the information.

Introductory overview

Four NIS were organized in the frames of the KEYS project as follows:

- NIS-Turkey in Izmir, 21 January 2014
- NIS-Italy in Rome, 3 April 2014
- NIS-Belgium in Alden Biesen, 8 May 2014
- NIS-Bulgaria in Sofia, 19 June 2014

The four interactive seminars were attended by approx. 250 educators, which exceeds with almost 80% the planned number of attendance. In all countries the planned seminar indicators (35 educators per seminar) were exceeded with the exception of the NIS-Belgium, scheduled in a period of the school year, which was not convenient and many potential participants who expressed interest, did not get permission for a leave from school from the headmasters.

The structure of the seminars' agenda was also quite similar and was implemented in 2 different formats:

A/ as consecutive sessions with equal duration, combining presentations and short practical demonstrations on the presented methods and

B/ in parallel sessions for 2 groups of teachers, split in accordance to the school stage they teach in. The agenda of the sessions contained workshops with 45 min. up to 1 hr. duration on the projects whose outcomes are addressing the learners from the age group the particular group of teachers teach to, and shorter 20-30 min. sessions on the other projects. Thus, the teachers in high-school level attended longer sessions in READIT and IDIAL and shorter ones in AQUADUCT, KEYTTT and SUSTAIN, while the primary school teachers had an opposite timing arrangement.

The seminars in Italy and in Belgium were carried out following the format A; the seminars in Turkey and in Bulgaria were carried out following the format B.

The decision which particular format to apply was trusted to the hosting partner institutions. The one-day format, suggested in the project application was applied only by the Belgian partner. The rest of the seminar organisers considered it unsuitable as it required not only headmasters' permission for absence from school, but also additional organisational efforts to find teachers' substitutes for the day of the seminar. Partners in Turkey, Italy and Bulgaria decided to fit in shorter timeframe and to introduce tighter half-day seminar schedule in order to allow more participants to take part in the events.

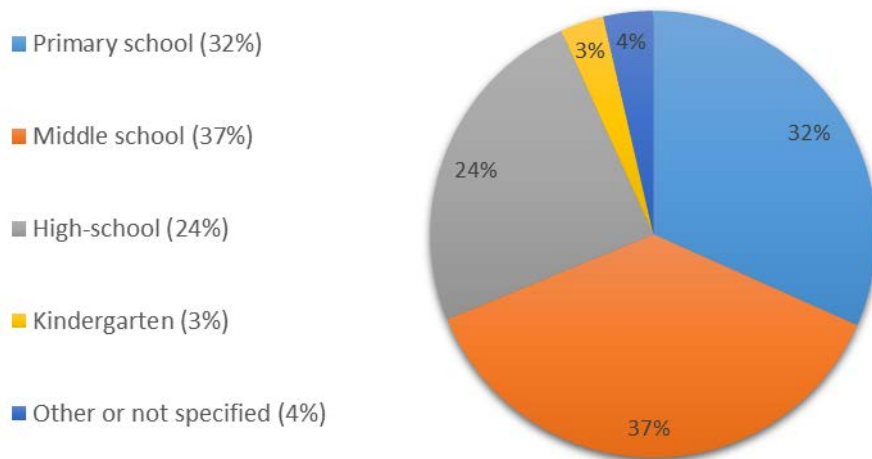
Concerning the geographic coverage of the NIS, the seminars in Italy and Bulgaria were attended by teachers from different parts of the countries. Although no explicit data is available from Belgium and Turkey, the seminars in these countries were attended by teachers not only from the city where the seminars took place, but also from surrounding locations.

The official language of the seminars was English, but some of the sessions were held in the local language. For the NIS-Italy was ensured a simultaneous translation of the English language sessions to Italian.

Overview of the teachers' feedback

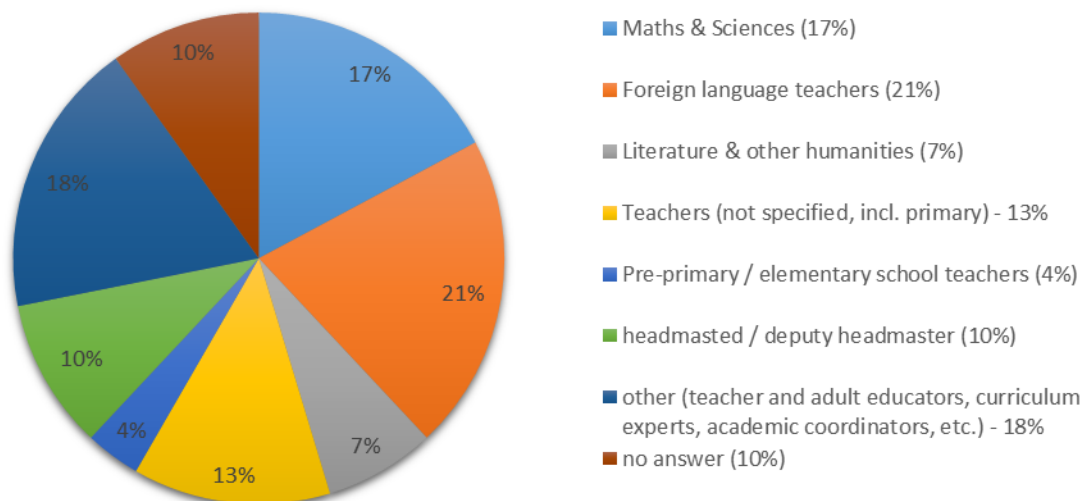
192 feedback forms were collected from the participants in the 4 NIS which comprises 76,8% from all participants in the seminars. The profile of the respondents vary between the seminars, but the summarized data from all 4 seminars is presented in fig. 1 and fig.2 below.

Fig.1 – Profile of the NIS participants by school level



The data are approximate as some of the respondents teach in more than one school level (for instance: in primary & middle school or at middle & high-school). The overview shows that the educators from the primary and middle school levels were better represented than the teachers from the high school level. It is important to highlight the fact that some of the events (in particular the seminars in Bulgaria and in Turkey) were attended also by teachers in pre-primary school level.

Fig.2 – Profile of the NIS participants by subject taught



The most numerous group (21%) is the one of the foreign language teachers (most of which teachers in English). Taking in consideration that the official language of the seminars was English, these teachers were sent to take part as *delegates* who will bridge the language barrier between the lecturers and the bigger school community and will pass further the information to their colleagues in their schools after the seminar.

The second biggest group of participants (17%) are the teachers in Maths and Sciences. Teachers in humanities (Literature, History, etc.) were relatively few – just 7% (none of the respondents from Turkey specified such profile).

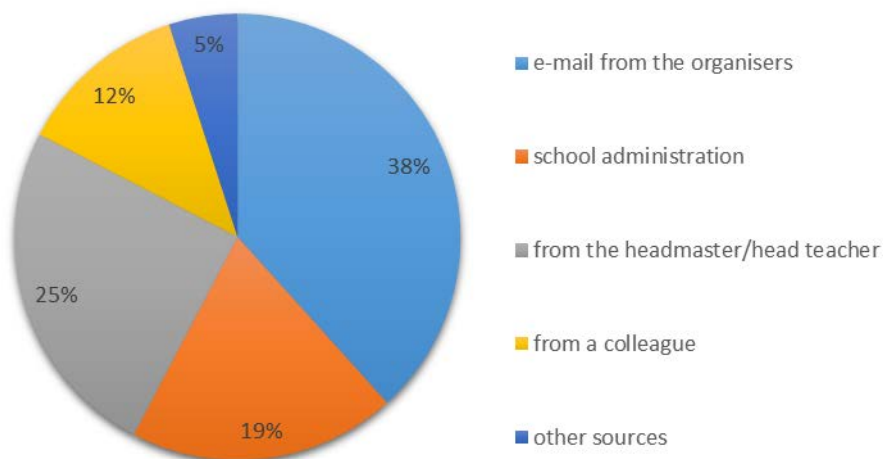
Considerably big number of teachers did not specify subject area of teaching (13%) which allows the assumption that most of them are teachers in primary school level where there is no subject specification; this group includes also all respondents with a teacher profile from the NIS in Belgium who did not specify further their profile. However, the respondents in that group defined themselves as “teachers” in contrast to the prevailing part of the respondents in the collective group specified as “Other” (18%) which includes participants with varied profiles, such as: teacher trainers, adult educators, curriculum experts, academic coordinators and other educational specialists who attended the seminars.

The group of the headmasters and deputy headmasters represents 10% from the participants in the seminars. Participants with such profile attended all 4 seminars.
10% of the respondents did not give any answer to the question about the job profile.

Channels of spreading information

The participants in the NIS were informed about the event either directly with an e-mail message from the organisers of the event (38%) (e.g. the KEYS project partner in the respective country) or through the school headmaster (25%) or institutional administration (19%), which (on their turn) received information from the organisers. In some cases the information was spread with the involvement of stakeholders (for instance: Regional Inspectorates of Education in Bulgaria, Erasmus+ National Agency in Italy).

Fig.3 – How the NIS participants learned about the event



The overall picture shown on Fig.3 above recurs in the feedback from the participants in the seminars in Italy, Belgium and Bulgaria. The sources of information regarding the NIS in Turkey were ordered in a different way – most of the NIS participants responded that were informed by their school administration (53%), while those who received an e-mail from the NIS organisers are less than the half of the previous group (25%).

The general conclusion regarding the spread of information is that the information about the KEYS seminars reached the potential participants mostly through the partners “institutional” contact channels. It is also clear that seminar participants responded to information from trusted sources such as professional affiliations and networks.

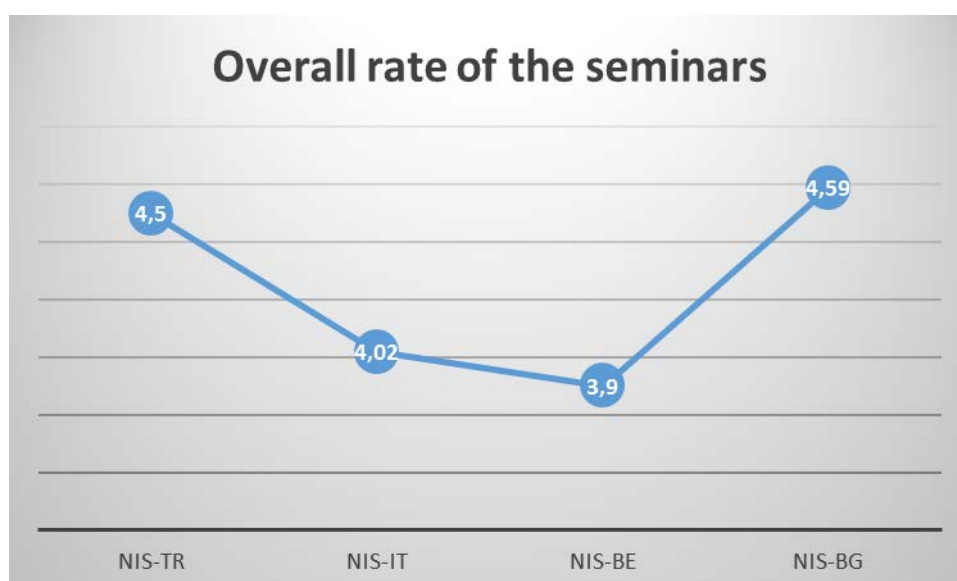
General conclusions about relevance of the topics and audience

The participants in the seminars gave high **rate of the events**. The average rate of the events shows between 77,5% (lowest) and 91,8% (highest) satisfaction. These results indicate that the expectations of the participants towards the seminars have been met. In their final comments, many respondents qualified the events as “interesting”, “very useful” and the presented information as “versatile”, “applicable”, “helpful”.

The high satisfaction rate leads to two main conclusions:

1. the NIS participants were informed in advance in an adequate way about the events (background & agenda), hence, content-wise the communication approach of the project partners was good and well planned;
2. the seminar participants matched the profile of the estimated specialists towards which the seminars were shaped and addressed, hence, the communication channels used for the spread of the information and invitations were adequate.

Fig.4 – Overall rate of the seminars on the scale of 1 to 5 (where 1 is ‘unsatisfactory’ and 5 is ‘excellent’)



A closer look at the satisfaction dynamics between the separate events shows that the rate from the first and the last seminar is higher than that from the seminars 2 and 3.

A possible explanation of this difference is the structure of the seminars' agenda, used during the separate events. As mentioned in the *introductory overview* of this report (see above), the agenda of the seminars in Turkey (1st NIS) and in Bulgaria (4th NIS) was structured in parallel sessions and the seminar participants have been split in 2 groups – according to the school stage they teach in (respectively – in compliance to the age of the learners they teach). The topics in the agenda were the same for both groups, but the duration of the sessions on the different topics was different. What is more important, the presentations of the “substrate” projects were tuned to the particular professional groups and contained examples and explanations, which were more focused to particular profile of the teachers & learners. The potential seminar participants received the agendas of the two sessions in advance and could choose a group at the stage of preliminary registration. This was particularly suitable for the middle school teachers and those working in more than one school level.

In the 2-groups format, the seminar speakers used (in general) the same presentation files for their sessions with the different groups, but the preliminary information which they have got and the communication with the audience on the spot helped them to tune the performance during the sessions closer to the profile and expectations of the participants. As the overall rate of the seminars show (fig.4) – this approach resulted in a higher level of satisfaction of the participants in the seminars.

Important aspect of the analysis of the relevance of the topics and audience of the seminars brings the question about the “**most useful/ important things**” which the seminars' participants found during the NIS (Q4). The answers of this question were quite varied. Particular details about the feedback by country can be found in the separate analysis of the feedback from each seminar, which are also available. Nevertheless, the overview of the four seminars builds the following list of useful / important things¹ from the seminars:

- The Key Competences

Although the topic of the Key Competences for Lifelong Learning (ref. 2006/962/EC)² is not new to the teaching professionals and has been discussed and disseminated for over a decade now, this is still a topical issue and one of the items listed among the “**most useful/ important things**” from the KEYS interactive seminars. A more detailed look at the participant's feedback reveals that teachers appreciated the more *comprehensive* and in-depth explanation about the key competences framework and about particular competences, placed in the context of the “competence driven teaching and learning” and supported by examples.

- The various methodologies that were explained

The feedback from all 4 seminars contain references to the presentation of different / varied / new methodologies as extremely useful part of the program. Although many of these were not completely new to the audience, the approach of putting together methodologies, based on common features (constructivist approach, participatory learning, interactive work, collaboration) and to place them in the context of the *education developing key competences*, created different perspectives for the educators who took part in the seminars. The fact that the presented methods were supported by examples was also extremely useful for the NIS participants.

¹ The order in which the separate items are listed, is chosen by the author of the report. This was an open type of question and producing structured classification was not possible with the instruments applied. The list is not entirely based on frequency markers too, although only recurring answers have been considered.

² RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC) <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>

- Teaching resources

The availability of ready-to-use teaching resources was admired highly by the participants in the seminars. Teachers accept these resources as exemplary support for their practice, which can be used directly or modified and adapted, in accordance to the specifics of the learners they work with. The readiness to adapt resources was explicitly stated by respondents in the different seminars.

- Examples for collaboration

The feedback outlined several different types of *collaboration*, which educators listed among the most useful things they have got from the NIS:

- a/ international cooperation (*project work* on international level)
- b/ working together as teaching approach (*possibilities to implement some kind of team teaching*)
- c/ new types of connection between the “actors” in the classroom (communication / *connection between teacher & students / students & students / students & community, etc.*)

Varied as they are, all these types of collaboration contribute to the **opening up of the education** – through connecting the institutions, educators and learners in a larger context which is closer to the real life.

General conclusions about the applicability and transferability of the presented outcomes

Respondents from all project countries unanimously declare that **in their practice they can use some of the methods** presented in the frames of the NIS. This statement is the most supported one (i.e. marked by greatest number of respondents) in all 4 NIS (Q9). The second statement, which pools undisputed support by all respondents is that “**Students would enjoy working with some of the proposed methods**”.

Stepping of these feedback results, we can state that the participants in the four KEYS interactive seminars give positive rate to the presented methods and products, and are **willing to use** them in their practice, even in cases, which require modification and adaptation (see also commentaries on Q8 below).

The feedback questionnaire allowed respondents to share their general estimation **if the educational environments** in their educational institutions **provide suitable conditions** for implementation of the presented methods.

Approximately the same share of respondents from all seminars support the statement “**The presented methods are suitable for the curriculum in my institution**” (15% in TR, 12% in each of the other partner countries). These results put the statement within the middle of the scale of the supported / non-supported statements consolidated in Q9.

A possible explanation for the hesitation of some respondents to declare the presented methods “**suitable for the curriculum**” can be found in the comments to Q8 (mostly shared by the participants in NIS-Bulgaria), which reveal anticipation of difficulties in the implementation, for instance: “*The 40 minute duration of a standard class is sometimes problematic for interactive work*”; “[the ... method] *will require time outside the curriculum hours, for which I’ll have to get a special permission*”; “*I expect difficulties in the application of the [...] methods, due to the need of prior training*”.

However, the opposite statement “**The methods presented at this seminar are not applicable in my practice**” firmly appears among the 0% statements in all partners countries, together with the “**I learned nothing substantial from the presentations**”.

So, although the respondents express some reservations, it can safely be said that the methods and outcomes of the 5 presented projects are **considered compatible with the curriculum** and applicable in the mainstream of the education process.

This conclusion is further confirmed by the feedback on the Q8 “*In my practice I intend to use ...*”. Most of the respondents declared they intend to use at least 1 or 2 of the methods presented. The choice is usually motivated by the appropriateness of the topics and the content to the educational context; the commentaries mainly state that the chosen methods are *most suitable / most applicable to the respondent’s practice and/or students; coherent with the subject content; “motivating”, “enjoyable”, “make learning funnier and more interesting”*. Additional advantage mentioned by a respondent is also that “*the products are well structured – they contain clear, precise and easy applicable steps*”.

However, in some cases the teachers’ initiative to try the new suggestions is guided by the wish to “*break the status quo in the classroom*”; to “*allow students to touch the real life and surrounding world*”, even if “*it is necessary to adapt [the methods] to the school reality*”.

Many respondents declare they *intend to combine different methods and products*.

“I borrowed lots of ideas and will adapt them to my students”

“Some practices I will apply directly and some I will adapt”

are just few of the statements shared by the respondents.

Comparative analysis of the applicability and transferability

The preferences of the respondents towards the presented methods and project outcomes differ from country to country. The results, which will be presented below depend not only from the national contexts and personal preferences of the respondents, but also from the profile of the NIS participants in each country session, which was also diverse.

For instance, as disclosed above in the *general overview of the participants’ profile*, the overall number of the high-school teachers who attended the seminars is smaller than the teachers from the middle school or those from the primary school (taken as a separate groups). Consequently, the projects, promoted as addressing the learners from this school level quite expectedly would have lower rates. The presenting experts’ competence to show the transferability potential of the content could increase or reduce the results, but can not suppress entirely the influence of the quantitative indicator.

Another important aspect for the rates of the outcomes is the languages in which these are available. Apart from the availability of resources in the native languages of the respondents, promoting condition is the availability of project products in the most popular international languages, apart from English (such as German and French), which would make the resources suitable for *foreign language learning (FLL)*, as well as for *content and language integrated learning (CLIL)* activities. Although, this indicator should not be considered separate from the content, still it has important impact for the overall estimation of the applicability of the “substrate” project outcomes.

Fig. 5 Language impact factor

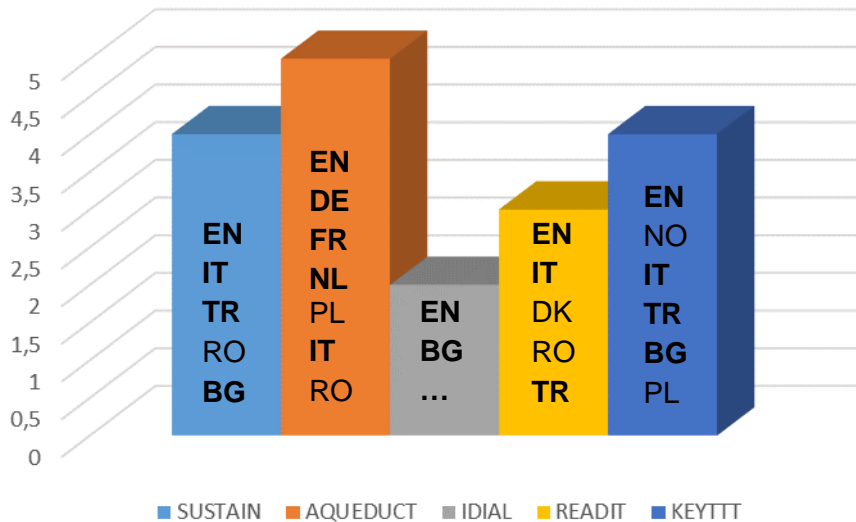


Fig. 5 above demonstrates the *language impact factor* for each of the 5 substrate projects: the AQUEDUCT project has resources in all 3 most popular international languages: EN, DE and FR, plus 2 of the KEYS project languages (IT and NL) and expectedly stands out among the other projects. SUSTAIN and KEYTTT have resources in 3 out of 4 KEYS' project languages, plus English, which gives them the second place in this chart. IDIAL has the lowest language impact factor (among the 6 languages in which the project outcomes are available, 4 are *less-widely spoken*: BG, LV, SL, SE) and often is rated with the lowest result (with the exception of the NIS-Bulgaria, where the availability of resources in Bulgarian was an advantage).

Several questions in the feedback form intended to collect information with regards of **applicability and transferability** of the outputs of the substrate projects.

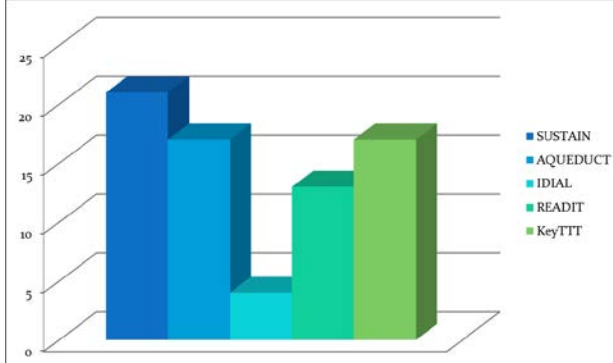
At first place, these are the questions Q5 "The most suited to my work are ..." and Q8 "In my practice I intend to use ...". Fig. 6 below presents the feedback on these two questions for parallel reading with a focus of the charts appearance rather than on the particular values of the data.

Although the charts with the feedback on the Q5 and Q8 vary a bit, in principle the data do not differ a lot – expectedly, the methods mostly suitable for the professional profile (or learners) of the respondents will also be those which these respondents intend to use in their practice. Taking in consideration the anticipated difficulties for the practical implementation, shared by some of the respondents (discussed above in *General conclusions about the applicability and transferability of the presented outcomes*), the expected difference between the charts of the two questions would be for lower rates of the *use rate* than those representing the *suitability*.

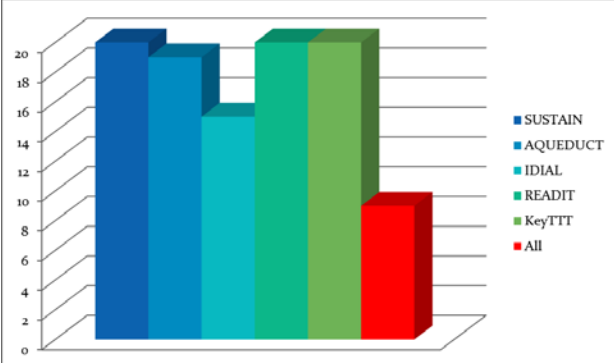
There are however some differences that can be noticed and the rates for "I intend to use..." are higher in some cases than the rates for "The most suited for my work are...". For instance: some respondents in Turkey, Belgium and Bulgaria declared they intend to use the methodology of the project READIT, although did not rate it as *most suitable* for their practice. Similar picture (slightly increased interest to the *use*, prevailing over the estimation for *suitability*) is shown regarding the outcomes of the project IDIAL by the NIS participants in Turkey and in Belgium. These outcomes should be considered in connection to the readiness of the teachers to adapt the outcomes to their own context.

Fig.6 Parallel representation of the data from Q5 and Q8

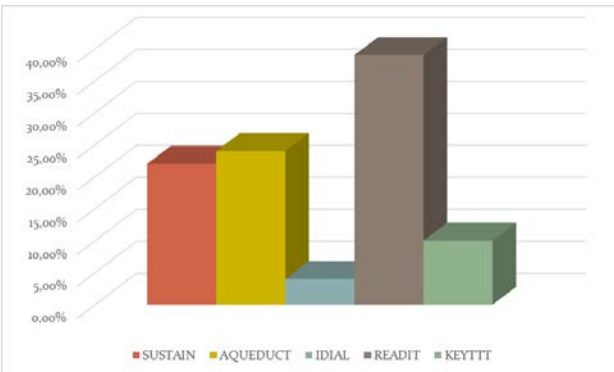
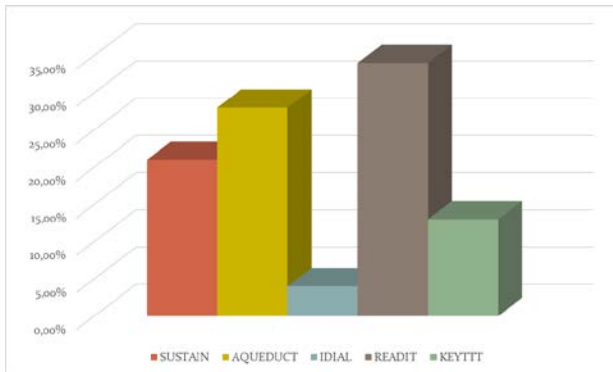
“The most suited to my work are ...” (Q5)



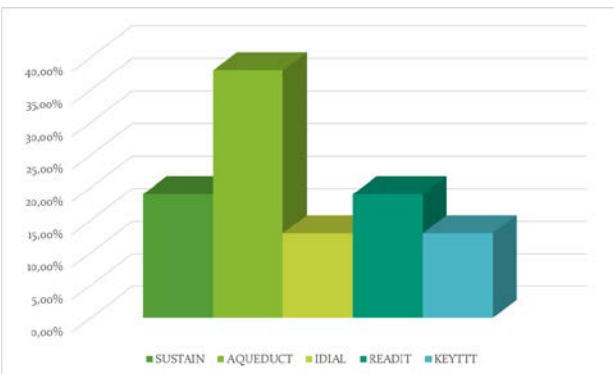
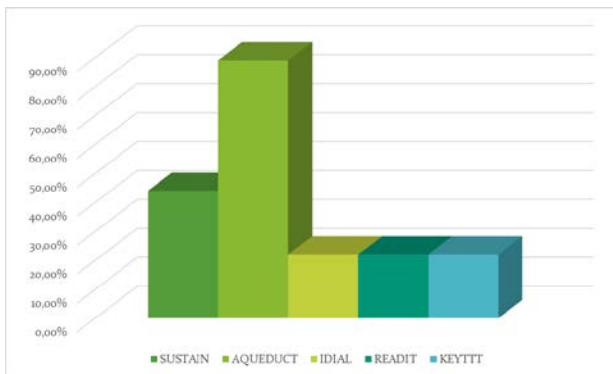
“In my practice I intend to use ...” (Q8)



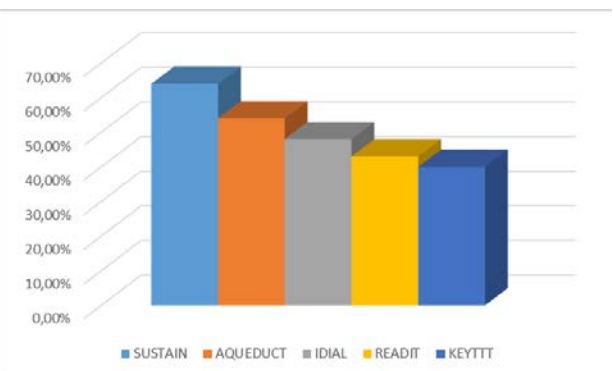
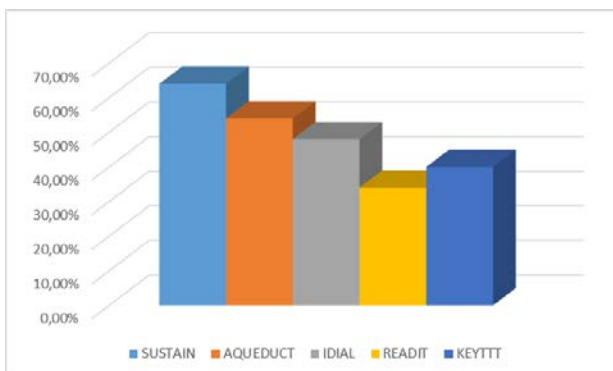
NIS-Turkey



NIS-Italy



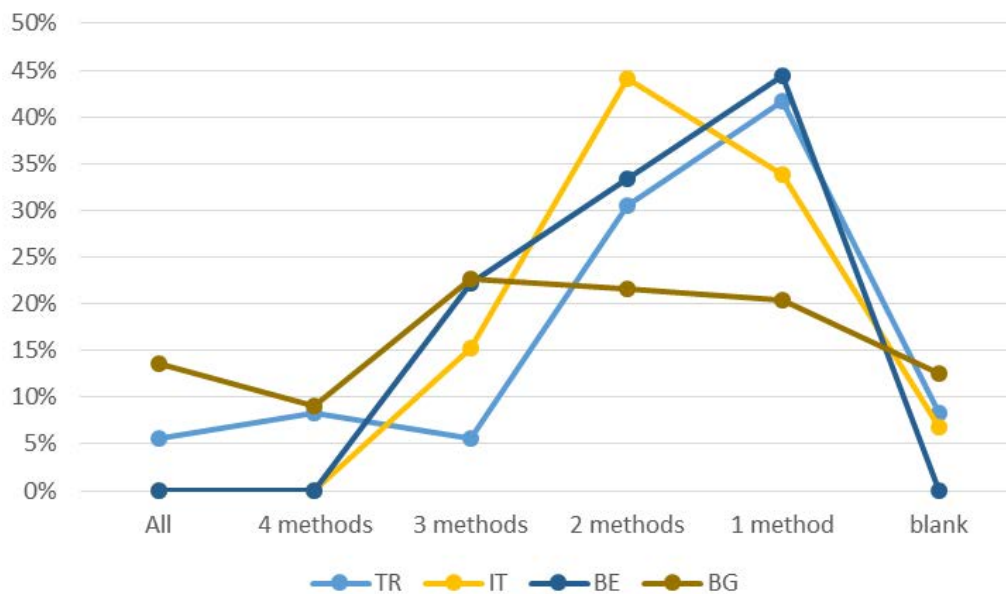
NIS-Belgium



NIS-Bulgaria

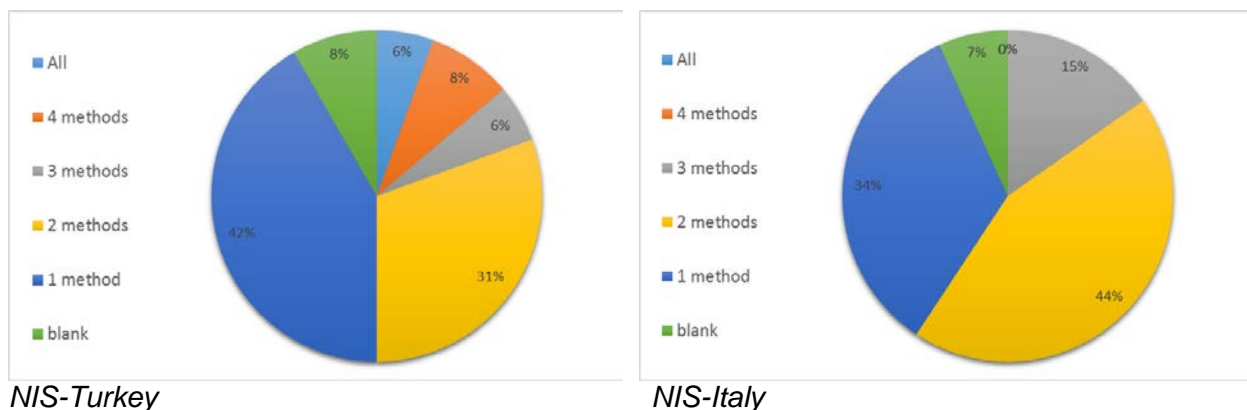
In terms of **more statistical approach** to the data, the biggest number of respondents in the seminars declared they intend to use in their practice methods / outcomes from 1 or 2 of the presented projects (fir. 7 and fig. 8). The only exception comes from NIS-Bulgaria where the biggest number of respondents (23%) declared they intend to use methods / outcomes from 3 projects. However, important fact to be considered is also that among the participants in NIS-Bulgaria are most of the respondents who declared intention to modify and adapt the methods to match their practice or the needs of their students.

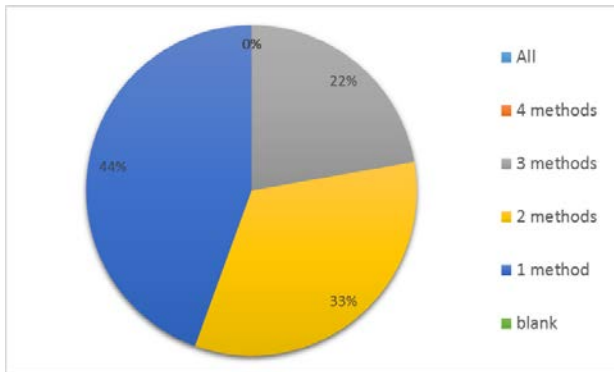
Fig.7 In my practice I intend to use ... (Q8) – how many methods



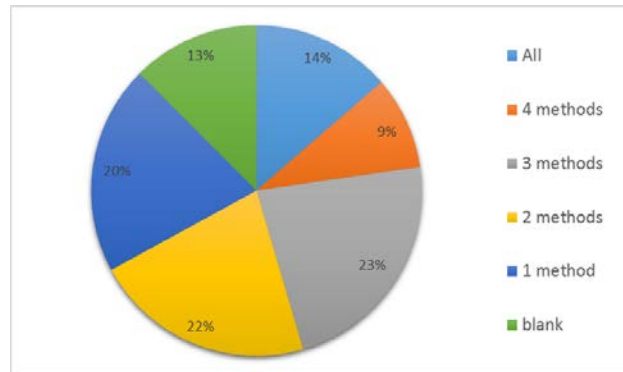
6% of the respondents from NIS-Turkey and 14% from NIS-Bulgaria stated they intend to use all methods and outcomes. Most of these respondents either work for the school (or municipal) administration, or have additional functions, apart from their role as teachers (e.g. pedagogical advisor, project coordinator, etc.), so their answers should be perceived as “I will recommend...”.

Fig.8 In my practice I intend to use ... (Q8) – how many methods (parallel representation)





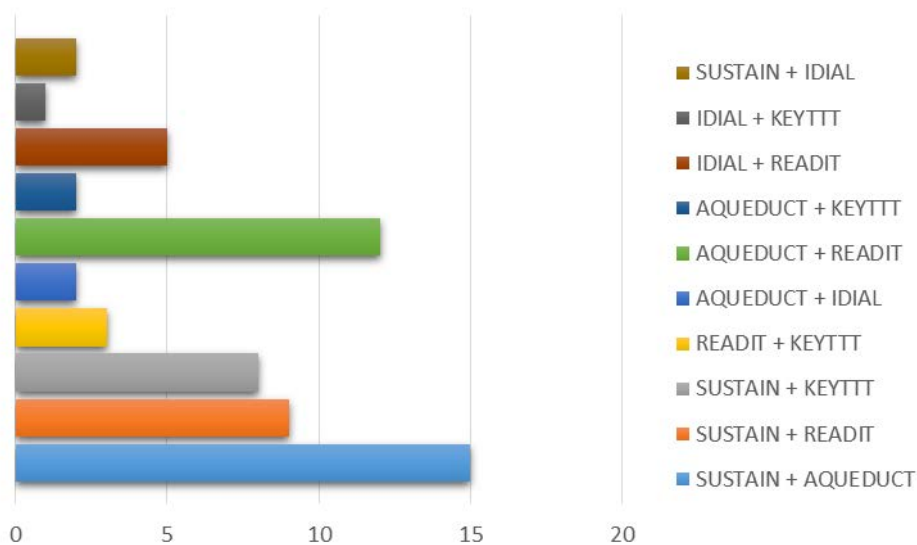
NIS-Belgium



NIS-Bulgaria

The combination preferences between the selected methods are numerous. Nevertheless, a combined chart with the options given by respondents who *would use 2 of the presented methods* was prepared in the attempt to cast a light on the possible patterns (fig. 9). Within these combinations, the 3 most often mentioned projects are: AQUEDUCT, SUSTAIN and READIT. Respectively – the most often combination variants refer to one or two of these projects.

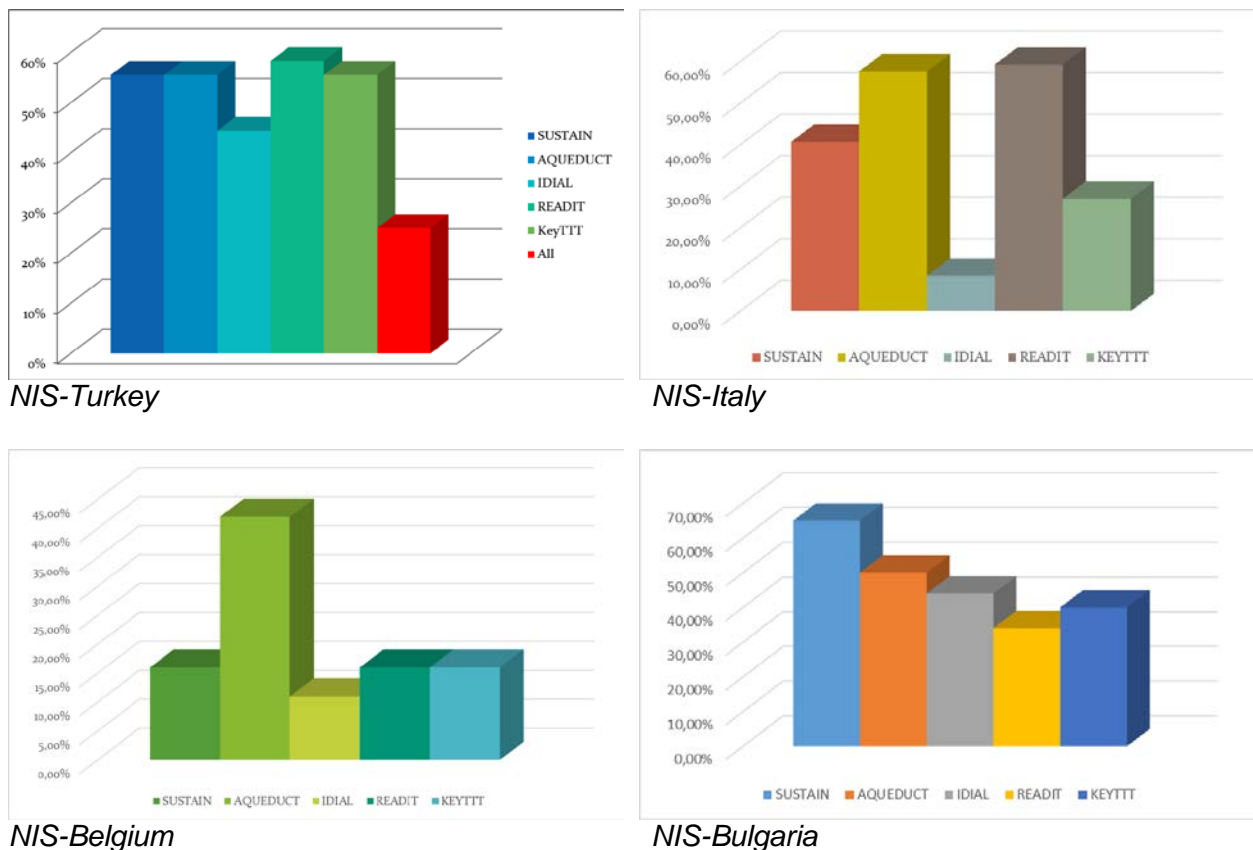
Fig.9 In my practice I intend to use ... (Q8) – 2 methods, combination options



Although not the most popular, but certainly most *surprising* among the **top 3 combinations** is the one which puts together the projects SUSTAIN (promoted target group of learners: pre-primary & primary school age) and READIT (promoted target group of learners: middle + high-school level). This combination suggests that respondents who declared they intend to use in their practice the methods and outcomes from these two projects consider their *transferability* potential really high, estimate they would be *suitable for adaptation* to learners from different age groups and are ready to work *to adapt* them to different particular contexts. In fact, these conclusions are supported by commentary answers across the inquiry.

Important contribution for the respondents' perception of the **applicability and transferability** of the presented methods give the answers to the Q7 where respondents state which methods / outcomes they would **recommend** to their colleagues (fig. 10). As mentioned above, some of the participants in the seminars acted as *delegates* with a mission to pass on the information from the seminars. In addition to the English language teachers, such objective had also the headmasters, deputy-headmasters, academic coordinators and other educators with similar positions.

Fig. 10 I would recommend to my colleagues ... (Q7) – regarding particular methods



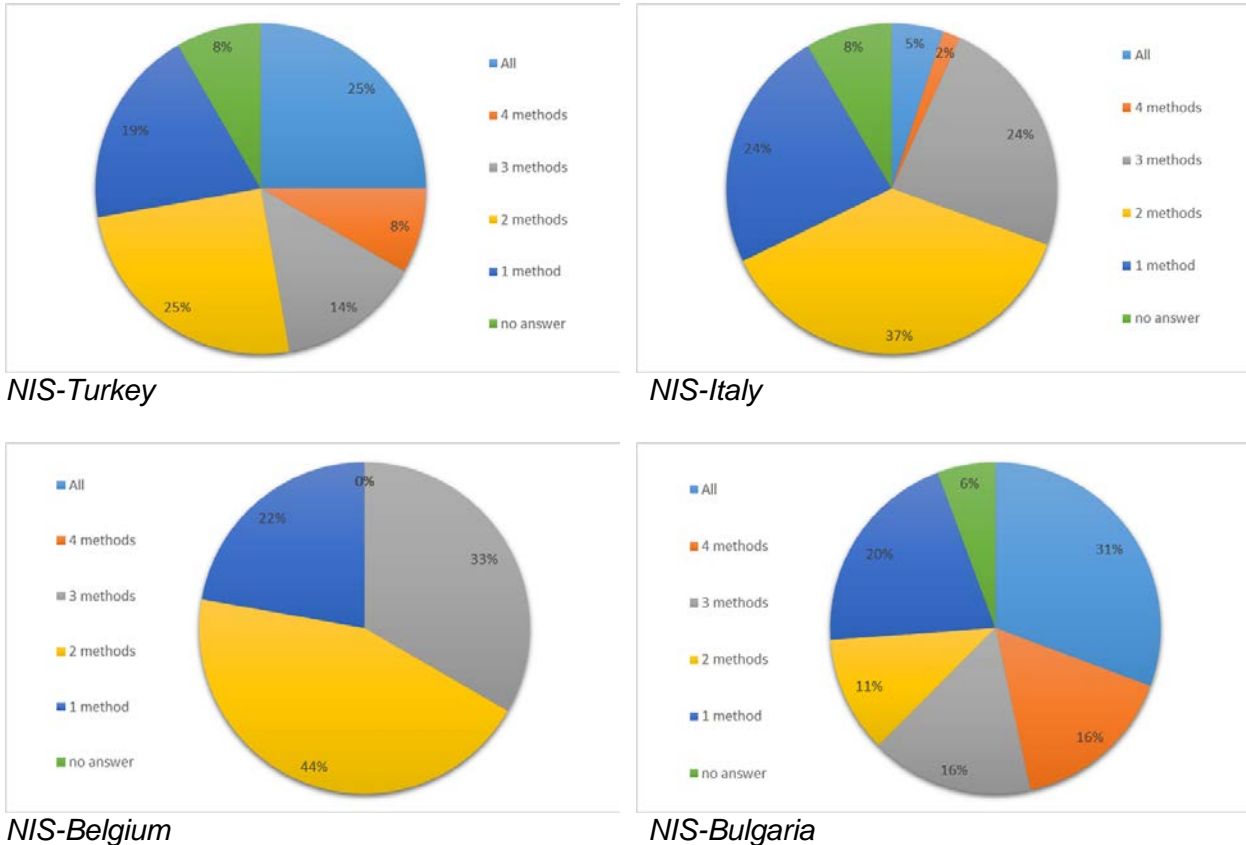
The charts of fig. 10 do not differ a lot from the charts for Q5 (fig. 6 “The most suited to my work are ...”). In fact, for Italy, Belgium and Bulgaria, the answers of the Q5 (“The most suited...”) and Q7 (“I would recommend...”) show the same pattern, while for Turkey the most likely to be recommended are also those methods which respondents *intend to use* in their practice.

Interesting new perspective to the data brings the analysis of *how many* (from the presented) methods NIS participants intend to recommend to their colleagues (fig.11).

The most “indiscriminate” audience seems to be the one from the NIS-Bulgaria where the biggest number of respondents – 31% – declared they would recommend all 5 methods. The audiences from NIS-Italy and NIS-Belgium seemed to apply highest degree of discretion – the biggest number of respondents (37% and, respectively, 44%) declared they will recommend 2 from the presented methods. The audience from NIS-Turkey shows balanced results with equal share of respondents in both groups (which are also the most numerous) – 25% would recommend all methods and 25% would recommend 2 methods.

Relatively equal number of respondents from all seminars (from 19% to 24%) declare they would recommend 1 of the presented methods to their colleagues.

Fig. 11 I would recommend to my colleagues ... (Q7) – how many methods



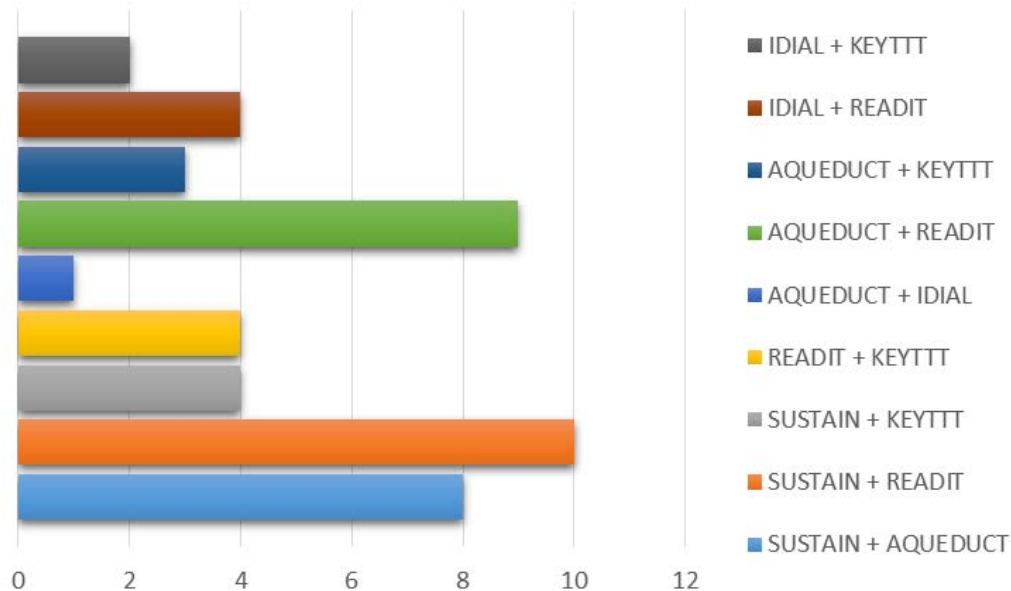
All in all, these results show that NIS participants estimated the presented methods and products professionally and were careful to stretch beyond their proficiency zone.

Similarly to the data interpretation shown in fig. 9 above, a combined chart with the options given by respondents who *would recommend to their colleagues 2 of the presented methods* was prepared (fig. 12). The 3 most often mentioned projects are the same as those in fig. 9, but ranged in different order: READIT, SUSTAIN and AQUEDUCT.

The combinations inevitably are influenced by many factors – not only by the professional expertise of the respondents (subject area, age of learners), but also others, incl. the *language impact factor*, referred to above. It is also clear that the approach to the answers referring to *recommendation to other colleagues* is different from the judgement on which methods / outcomes respondents *intend to use in their own practice*.

The most popular combination is the one which brings together SUSTAIN and READIT. In the context of the particular question, these results speak from one hand of highly estimated individual qualities of the methods and outcomes of these two projects considered independently. On the other hand, as stated above, these results imply also that respondents consider their *transferability* potential as highest and estimate they would be *suitable for adaptation* to learners from different age groups.

Fig. 12 I would recommend to my colleagues ... (Q7) – 2 methods, combination options



With regards to the **methodological support and/or materials** needed for implementation of the presented methods in the practice (Q10), participants in the NIS shared opinion with significant difference. The respondents from 3 of the interactive seminars (in Turkey, Italy and Bulgaria) unanimously specified that the most wanted support from their point of view is availability of “*resource materials for students*”. Rating this answer in the group of the choices of “second importance”, the NIS participants from Belgium gave priority to “*Support from the school headmaster*” and “*Training for me and the colleagues from my school*” rated with the same score (20%).

The high ranking of the answer “*support from the school headmaster*” by Belgian respondents completely differs with the responses from the other project countries. This statement was supported by 3% of the Bulgarian respondents (ranked on the last place among all suggested choices) and by 5% of the Italian respondents (rated 1 place before the last). The Turkish respondents rated this answer in the middle of the range with 9% support.

Among the suggested training options, prevailing part of the respondents gave highest rate to the option “*Training for me and the colleagues from my school*” (20% in Belgium: shared top rate / 14% in Turkey: top 2 / 12% in Italy: top 4 / 9% in Bulgaria: rated in the middle).

These results show relatively weak institutional attachment (institutional identification) for the Bulgarian teachers in difference to the other countries.

However, the outcomes from the herein analysed feedback should be regarded only in the context of the particular events and should not be considered representative for the KEYS project partner countries in general.

* * *

In terms of the overall aims, which the National interactive seminars had within the project context, it can safely be said that these have been fully achieved.

The four interactive seminars were attended by approx. 250 educators, which exceeds a lot the expected number of attendance of 140 participants across the partnership. In addition to the quantitative indicators, the intended increased awareness about the products and outcomes of the 5 KEYS substrate projects was achieved in *qualitative* terms, as indicates the high satisfaction rate given by the participants regarding the events. Furthermore – all respondents who took part in the feedback stated they intend to use methods and outcomes from at least one or more of the presented projects and expressed willingness to adapt them to fit the needs of their students or the school context.

Over 75% from the NIS participants took part in the organised feedback campaign and shared their opinion regarding the applicability, transferability and effectiveness of the methods and products presented to them. Thus, the quantitative aspect of the *feedback* was also exceeded with participation of 192 respondents against the foreseen 120 representatives of the project target groups.

Not the least, the 4 National interactive seminars provided platform for discussion between the project promoters and the target groups' representatives on the competence based education, which the analysis of the collected feedback also confirmed.

Interactive Seminar Feedback Questionnaire

Version 2

Thank you for your interest in the project "Key methodology for Successful Competence Based Learning" (KEYS). Your feedback will help us to improve our seminar content and project activities, and is greatly appreciated.

1) Job profile:

I work in:

- primary school level middle school level (lower secondary) high school level

My job/ position is:

- teacher of _____ headmaster / deputy headmaster
 other (please specify): _____

2) About this Seminar I learned from:

- e-mail from the organizers a colleague
 headmaster / head teacher other (please, specify below)
 school administration _____

3) Please rate the seminar on a scale of 1 to 5, where 1 is 'unsatisfactory' and 5 is 'excellent'

4) The three most useful/important things that I learned during the seminar were:

1/ _____

2/ _____

3/ _____

5) The most suited to my work are the methods & resources of the following project/s:

- SUSTAIN AQUEDUCT IDIAL READIT KeyTTT

6) I would like to learn more about (feel free to refer to details from the presented methods and activities, not to the projects in general):

7) I would recommend to my colleagues methods & resources from:

- SUSTAIN AQUEDUCT IDIAL READIT KeyTTT

8) In my practice I intend to use methods & resources from:

- SUSTAIN AQUEDUCT IDIAL READIT KeyTTT

Please explain why (for instance if you foresee difficulties to apply some of the methods, or on the contrary – some of them are really suitable for your practice):

9) I would say that... (multiple choice is possible)

- The presented methods are suitable for the curriculum in the school where I work
- I need more detailed explanation about the presented methods
- In my practice I can use some of the methods presented today
- I was inspired by the presentations to try innovations not presented today
- I was informed about similar methods before
- The methods presented at this seminar are not applicable in my practice
- My students will learn better if I use some of the methods presented today
- I learned nothing substantial from the presentations
- I already use similar approaches in my professional practice
- Students perform better in a conventional teaching/learning environment
- My school does not have proper equipment for the implementation of such methods
- Students would enjoy working with some of the proposed methods
- The methods presented are not suitable for implementation within the school curriculum

10) I need the following methodological support / materials to implement the presented methods and resources in my work (multiple choice is possible):

- | | |
|---|---|
| <input type="checkbox"/> In depth training on 1 of the methods upon my preference | <input type="checkbox"/> Possibility for expert consultation when I have questions on using a method |
| <input type="checkbox"/> Training for me and the colleagues from my school | <input type="checkbox"/> Training course with foreign lecturers and participants from different countries |
| <input type="checkbox"/> Training course in Turkish language | <input type="checkbox"/> Resources available in Turkish language |
| <input type="checkbox"/> Support from the school headmaster | <input type="checkbox"/> Resource materials for students |
| <input type="checkbox"/> Guidelines how to implement these methods in the main curriculum on my subject | <input type="checkbox"/> Communication with colleagues who are using the presented methods / resources |

Other: _____

11) Do you have any other comments that you would like to share with KEYS's project partners? _____

Thank you for taking part in the evaluation of this seminar!

OTHER RELATED REPORTS

KEYS NIS TR-feedback from participants.ppt – Analysis of the feedback from the participants in the Interactive Seminar Izmir, Turkey

KEYS NIS ITALY-feedback from participants.ppt – Analysis of the feedback from the participants in the Interactive Seminar Rome, Italy

KEYS NIS BE-feedback from participants.ppt – Analysis of the feedback from the participants in the Interactive Seminar Alden Biesen, Belgium

KEYS NIS BG-feedback from participants.ppt – Analysis of the feedback from the participants in the Interactive Seminar Sofia, Bulgaria