

INTELLECTUAL OUTPUT 2

Survey tools to measure the learning degree of life skills



Project title: Life SKills for improving primary school Environment

Proposal acronym: LIKE

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- TATICS GROUP S.P.A.. Italy
- ITPIO - INSTITUTE FOR TRAINING OF PERSONNEL IN INTERNATIONAL ORGANIZATIONS, Bulgaria
- WSBINOZ - WYZSZA SZKOLA BIZNESU I NAUK O ZDROWIU, Poland
- ASOCIACION CULTURAL EUROACCION MURCIA, Spain
- AEVA - ASSOCIACAO PARA A EDUCACAO EVALORIZACAO DA REGIAO DE AVEIRO, Portugal
- REGIONAL DEPARTMENT OF EDUCATION – Pernik, Bulgaria

Overview

Considering the testing phase as one of the main activities carried out by LIKE Partnership in order to ensure the vitality of the main outcomes delivered, this Experimentation Protocol among stakeholders (primary schools, teachers, psychologists and parents) aims at ensuring the sustainability of the project by promoting and encouraging the empowerment of life skills among young children, as well as guaranteeing an active citizenship.

Purpose

After the completion of the IO1 (Pedagogical kit/model) an experimentation protocol is now proposed to schools on a fixed period, with the help of teachers and pilot facilitators. The objective of these pilot tests is to observe and analyze, in specific situations, the manner of exercise of the following life skills:

- ✓ Planning skills
- ✓ Motivation to act (e.g. learning)
- ✓ Organisational skills
- ✓ Ability to relax and rest
- ✓ Coping with stress
- ✓ Effective learning
- ✓ Creativity and creative thinking
- ✓ Independent and critical thinking
- ✓ Changing habits of thinking, changing beliefs
- ✓ Emotional intelligence, empathy
- ✓ Entrepreneurship
- ✓ Assertiveness
- ✓ Conflicts management
- ✓ Interpersonal communication
- ✓ Teamwork
- ✓ Personal culture

Teachers and families are invited to create the conditions indicated in the manual (IO1 - Pedagogical kit/model) in order to observe and analyse, in these specific situations, the manner of exercise of the life skills and record the increase of the same.

For the control class, involving pupils aged 8 years old, the survey tools will allow the measurement of the degree of acquisition of the same life skills for the identified indicators and record the increase of the same. Each teacher chooses the activities they want to implement in the respective class.

Important to inform that it is not the purpose of this project a valid psychological assessment but a pedagogical methodological aid.

Materials:

IO1 - Pedagogical kit/model (each partner has to specify the activities they are going to test)

IO2 - Output Title Survey tools to measure the learning degree of life skills

Methodology:

In order to do this, in each country, about 60 students (2-3 different classes, involving pupils between 6 and 11 years old) and 14 parents will be involved in this pilot. The number of teachers involved will depend on the number of classes participating in the pilot in each country. In each country partner of LIKE project the selected typical situations will be proposed to be observed among the pupils, for each life skills. They shall identify such situations, specific territorial contexts of origin, in order to characterize the tools and allow for greater transferability of the measures implemented by the project.

The control class will include pupils aged 8 years old. Each partner will propose to the involved schools and respective control class the minimum of 10 activities for pupils and 3 for parents aiming to reach all life skills in the consortium.

The questionnaires below for analysis and reporting, aimed at teachers and parents, make it possible to assess the degree of learning life skills through the activities carried out every day in school and at home. This will provide a comprehensive view of the mastery level of life skills application, and above all, will provide any shortage about the testing activities carried out with the project.

Data Interpretation:

The data collection/recording will be discussed on its own in the investigation report and ongoing experiments will have a dedicated database for monitoring, comparison and interpretation.



The two observational questionnaires are built respectively, addressed to teachers (school environment) and parents (domestic environment) of the students involved (age range: 6-7 / 8-9 / 10-11 years old) in the experimental classes. These surveys will allow the measurement of the degree of acquisition of the above mentioned life skills for the identified indicators.

Final results and comparisons are to be shared by class and not by student. Confidentiality is to be maintained.

Questionnaires for analysis and reporting

TEACHERS

The aim is to assess the degree of learning life skills through the activities carried out every day in school.

It is recommended to apply these surveys tools before (ex-ante observation) and after (ex-post observation) the experimentation.

These questionnaires, for children age 6 to 11, contains statements concerning the set of like skills. The statements in the questionnaires are followed by boxes marked: 1- Applies; 2- Applies to some extent; 3- Does not applies. Tick the box that contains the statement that you think best corresponds to the child's functioning and performing in everyday situations. Register the impact + (if it doesn't apply and after experimentation applies to some extent) and/or ++ (if doesn't apply and after experimentation applies).

LIKE SKILLS	Indicators	Ex-ante observation			Experimentation	Ex-post observation			Impact
		Applies	Applies to some extent	Does not apply		Applies	Applies to some extent	Does not apply	+ / ++
Planning skills	Decides what s/he will need								
	Carefully assembles and arranges the supplies								
	Takes a step-by-step process for completing the project								
Motivation to act	Volunteers to do an activity s/he likes any time the occasion arises								
	Shows a consistent pleasure doing it								
Organisational skills	Learns how to collect all of needed materials to complete a task								
	Steps back and examine a complex situation								

Ability to relax and rest	Recognises her/his physical conditions or the level of tiredness								
	Adjust her/his behaviour during playground to her/his level of tiredness								
Coping with stress	Adapts well in a context of school changing								
	Finds new friends if his best friend is relocated in a different school								
Effective learning	Uses knowledge from other areas when doing a task/project								
	The information is used in a well-adapted way								
Creativity and creative thinking	Creates imaginative writings or draws								
	Relates and uses unexpected materials								
Independent and critical thinking	Is not afraid of saying what s/he thinks								
	Has a point of view that reflects her/his own perspective								
Changing habits of thinking, changing beliefs	Identifies different format questions in a test (multiple choice and essay questions)								
	Switches easily between the two formats								
Emotional intelligence, empathy	Notices when talking too loudly where other schoolmates are trying to work								
	Adjusts the volume or her/his voice to a more considerate level								
Entrepreneurship	Takes initiative to get her/his project done in advanced								
	Doesn't give up if loses part of it								
Assertiveness	Expresses own and different opinions in class								
	Shows respect to different opinions, while								

	expressing her/his own								
Conflicts management	Faces divergent wills from their own								
	Finds out a solution that satisfies all parts								
Interpersonal communication	Asks for help to do an exercise or solve a problem, if needed								
	Feels comfortable in that situation (doesn't cry or feels frustrated)								
Teamwork	Manages to listen others' opinions and give their own, when working in a group								
	Has a balanced attitude, neither too passive or aggressive								
Personal culture	Recognises when faces different cultural or ethnic backgrounds								
	Has a tolerant attitude when facing differences								

PARENTS

The aim is to assess the degree of learning life skills through the activities carried out every day at home.

It is recommended to apply these surveys tools before (ex-ante observation) and after (ex-post observation) the experimentation.

These questionnaires, for children age 6 to 11, contains statements concerning the set of like skills. The statements in the questionnaires are followed by boxes marked: 1- Applies; 2- Applies to some extent; 3- Does not applies. Tick the box that contains the statement that you think best corresponds to the child's functioning and performing in everyday situations. Register the impact + (if doesn't applies and after experimentation applies to some extent) and/or ++ (if doesn't applies/ applies to some extent and after applies)

LIKE SKILLS	Indicators	Ex-ante observation			Experimentation	Ex-post observation			Impact
		Applies	Applies to some extent	Does not apply		Applies	Applies to some extent	Does not apply	+ / ++
Planning skills	Checks what s/he will need								
	Carefully packs all the materials s/he needs								
Motivation to act	Chooses extracurricular activities or a specific hobby								
	Is persevering about doing it								
Organisational skills	Takes time to gather all of their notes								
	Then, starts to study for a test								
Ability to relax and rest	Feels have had an exhausting day								
	Goes to sleep earlier than usual								
Coping with stress	Identifies a change situation such as the arrival of a sibling or the loss of a pet or a family member								
	Adapts or talks about her/his needs in								

	that kind of situations								
Effective learning	Builds dialogue with people of different stances easily								
	Makes good use of information obtained in different contexts in new ones								
Creativity and creative thinking	Creates stories or games to play, alone or with others								
	Uses the available resources in an innovative way								
Independent and critical thinking	Choose to play or do a different activity of her/his siblings								
	Identifies own preferences and keep it, even if criticized by their siblings								
Changing habits of thinking, changing beliefs	Recognises own daily routines such housework duties								
	Exchanges housework duties with their siblings								
Emotional intelligence, empathy	Notices the sadness or tiredness of the parents								
	Gives a kiss or a hug to the parent who is feeling that way								
Entrepreneurship	Hasn't the tendency to procrastinate or postponed								
	Doesn't need to be reminded about her/his homework/things s/he likes to study								
Assertiveness	Doesn't like if a friend or a sibling is calling him names or making fun of him								

	Speaks up about her/his uncomfortable feeling								
Conflicts management	Finds a creative way of solving an argue over a toy with her/his brother								
	The solution is good for both								
Interpersonal communication	Identifies own need, want or concern, such as wanting to play with the toy of a friend								
	Speaks about it in an effective way, asking a friend to share her/his toys								
Teamwork	Works with siblings in housework duties								
	Helps siblings with homework or supports younger siblings								
Personal culture	Is curious and enjoys travelling or visiting new places, such as museums								
	Likes to explore new activities that broaden their knowledge of the world								

As regards the results of the survey tools, an aggregated analysis is described below. All the partners, country-wise- cumulated the data procured on the teacher and parent questionnaires and came to the following conclusions. The top 3 skills that improved to the greatest extent are listed.

Hungary: empathy, assertiveness, conflict management

Bulgaria: empathy, motivation to act, entrepreneurship

Spain: empathy, assertiveness, conflict management

Portugal: empathy, teamwork , assertiveness

Poland: interpersonal communication, empathy, teamwork

Italy: empathy, planning skills, conflict management

As a general conclusion, it can be stated that empathy, assertiveness and conflict management are the most frequently improved skills. This assertion might have an efficient reference for further surveys in future programs.