

# Report of the Third Learning Activity for Teachers

27th - 31st March 2019, Ljubljana

Erasmus+ KA2 Strategic Partnership  
2017-1- IT02-KA201-036777



**W**ork discussion **A**pproach in primary schools  
**T**eachers observe **C**hildren

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## Third Learning Activity Programme

28/03 9:00 Welcome

9:30 Third Phase of the Fairy Tale Action: the experience in the classrooms - Teachers

10:30 *Coffee Break*

11:00 Third Phase of the Fairy Tale Action: the work discussion groups - Psychotherapists

12:00 Analysis on the Application of the Work Discussion Methodology - Scientific Coordination Board, EDUlab

13:00 *Lunch in Primary School Vič*

Free afternoon: Departure to Slovenian Coast

29/03 9:00 Welcome

9:30 Work Discussion simulations: Cases from the schools

11:00 *Coffee break*

11:30 The Final I.O.: Teachers and Professionals contribution

13:00 *Lunch in Primary School Vič*

Free afternoon: Sightseeing tour in old part of Ljubljana

30/03 9:00 Welcome

9:30 The Final National Events: how teachers and professionals can contribute – Psychotherapists/Psychologists and Teachers

10:30 E-twinning: a useful tool

11:30 *Coffee Break*

12:00 Final Remarks and Evaluation of the Learning Activity

13:00 *Lunch at Pizzeria Azur*

Free afternoon: Visit at Lake Bled

28/03

### *Introduction*

The “Third Learning Activity” was organised by Ošnovna Sola Vič and was held in the same school. It has been planned together with the “Fifth Transnational Project Meeting” of the coordinators in order to give some core information both to the teachers, the psychologists and the coordinators. The programme of the two actions has then common parts and specific ones.

The participants at the third Learning Activity were:  
Corina Iatan, Ene Runno, Annarita Oliviero, Caterina Mirone.

### 9:00 Welcome from the School

A warm welcome to the partners was given by the teachers and the children of the classrooms involved in the project. The pupils sang and danced for us!



It was very nice, they were expecting us and were very well prepared also to say something in our languages.

It was a pity to leave them and starting our meeting!

## 9:30 Third Phase of the Fairy Tale Action: the experience in the classrooms

The project manager Monica Malfitano thanked the Local Coordinator for his hospitality and asked to the participants to refer about the third phase.

The Romanian team started underlying that the third phase was easier to apply. Pupils used the cards and were helped by the information written on the cards. The children were able to express their preferences by choosing the color of the card and they were all involved. Even the production of puppets involved everyone. Furthermore, for the performance all the classes were involved together (different ages), which did not happen in the other two phases where the classes worked separately. Older children showed more competition but in the 8-9 year-olds class the situation was more peaceful. Instead children with special needs were able to play, along with puppets, together with other children, which was not obvious.

In this third phase all the figures involved in a school were engaged in their different areas dealing with creativity, manual work, art. A true cooperation at various levels that helped to overcome even some difficulties.

Pupils made a performance with the puppets and even the parents were involved but with the older children some of them showed jealousies: "Why didn't my son make the main character? Why..."

The Scientific coordinator invited then to reflect on the different behaviours according to the different ages because, in the material read, he saw differences between younger and older children. Fairy tales highlight these dynamics (competition, envy, etc.) and so there is the possibility of elaborating them. In real life these dynamics are experienced directly even at school; in this second case they are more difficult to manage.

He also pointed out that fairy tales help to reduce confusion: they divide the good from the bad in a clear manner. In some reports of Romanian colleagues he noticed that this happens even with colors (for example, black is used for the bad, green for vouchers, etc.). In other situations the distinctions between male and female roles is preferred with a clear difference between what the boys do and what the girls do. If children need clear distinctions to get out from a complexity that would confuse them, they must also be gradually helped to accept that reality is not so clearly decipherable. He also observed how children often used things brought from home. This shows their need to integrate the two worlds more: school and family. They put personal elements and this seems to show that teaching and learning do not only include teacher and student.

The Romanian team underlined however that all the choices were made directly by the children, who were not guided in this at all.

It was the turn of the Estonian team who referred that in some cases, especially with teachers who used traditional teaching methods, children took over the reins of work while playing with the cards of Propp. As a matter of fact in occasion of the first time they used the cards, a child took over from other classmates becoming the leader... and in the fairy tale the "villain" was represented with the teacher.

During other occasions of playing with the cards children participated more actively, creating more "common" stories. The performances of them with the puppets did not all come out very well.

In consideration of the age of the children the behaviours were different.

In the performances the younger children were less creative than the older ones, they followed the story. The older ones let themselves be carried away, enriching the original story.

The novelty of this work was that it led to a more active participation of children who found themselves to be not only listeners but also protagonists.

They also tried to organise a common performance, together all the various classes that usually work as small independent islands, but it did not work as expected. Also the parents were invited.

However, considering that Estonian people are very introverted, this method helped in any case children to come out and get involved ... to open up.

The use of fairytales in the Italian school was a very positive experience beyond our expectations.

At first teachers had many doubts, because they thought their pupils were too old for performing fairytales, but later they realized they were enthusiastic of their job and worked with determination.

Through this pupils talked freely about themselves, they identified themselves into the characters they created; they could in fact become whatever they wished and could also solve all problems.

Fairytales were then useful tool to improve children's self-confidence in order to face real problems they can live at school or at home.

Moreover, teachers had the possibility to give them the right tools to improve their imagination and creativity. In this way they could understand and overcome sad topics such as evil, abandonment and death and this was the problematic aspect of the third phase because some children expressed what they live in their families (violence) also in the classroom.

From this experience many children's fears came out. They opened up showing what they live in their real life (these children live in disadvantaged environments).

They showed their aggressiveness that was not creative but destructive. These children were not collaborative, on the contrary they create problems in carrying out the work in the classroom which had some delays.

From these fairy tales, moreover, differences emerged between small children who have many requests to whom the teachers seem to go willingly, and older children who take a more aggressive, provocative attitude, to defend themselves (they go from being victims to aggressors; they become themselves violent so as not to remain in a position where violence can only be suffered).

Anyway this third phase was easier because it was characterized by greater collaboration that led to greater complicity and to an improvement of the relationship with pupils

The Slovenian team implemented the project in different ways and there have been many advantages regarding also the interaction between the pupils.

In creating fairy tales with the cards of Propp, the boys were more creative. The disadvantaged children were more relaxed because they could express themselves better. All the children were happy to represent the fairy tales, and they were involved both in the classroom and at home.

The only problem is that not everyone has been able to represent fairy tales because there has been no enough time.

#### 11:00 Third Phase of the Fairy Tale Action: the work discussion groups

All the psychotherapists are invited to give a feedback of the work discussion groups during the third phase.

The Romanian psychotherapist said that even the Work Discussions of the third phase were more relaxing. When some teacher showed concern or anxiety, the others recognized themselves and shared their anxieties and concerns. Moreover the teachers realized that even for them the tasks were difficult; so they identified themselves with children, with their fears to face new subjects.

The Scientific Coordinator noted, from the reports, that with the use of Propp cards the younger children were stimulated too much. This tells us how each job must be "calibrated" based on age. In the Italian group he saw that the teachers have encountered difficulties in managing too many things that came out from the work with children. Sometimes, especially with the little ones, a lot can become too much. On the one hand the work of the teachers was very rich, but on the other hand they felt the tiredness to manage all this.

With reference to the reports produced by the Estonian psychotherapist it was necessary to translate them from Russian to Estonian and from Estonian to English and we hope that there is not only some inevitable loss in these translations (cited by *Lost in Translation* of Sophia Coppola), but also an enrichment (in the exchange of ideas and comparison between cultures).

The Scientific Coordinator emphasized, then, that the psychotherapist, in her contributions, notes a tension between what the school asks the teachers (to produce results) and what the project requires (to stimulate creativity in children). It is necessary to bring these areas closer together; this split is a bit artificial, in reality the two things are not so separate.

The Estonian Psychotherapist pointed out that she does not work in the school, but this is not a bad thing because there is no involvement, she can maintain an external point of view. She has observed a certain distance between teachers and children, probably teachers want to keep precise roles to respect.

It is interesting that in a story a child identifies the teacher with the negative character. This could mean that for the child the adult is a threatening figure; but already in the moment in which he can freely express this fantasy, this thing is resized in his imagination.

This is a good example that sometimes the class experiences in particular moments, when it has some emotional and relational problems to deal with, these problems can be often represented by invented stories.

There is also a fairy tale that seems idyllic (made by a class with only seven children). However, it is told that the protagonist reaches the wonderland in a basket of dirty clothes. Perhaps this indicates some hidden problem, that some negative emotion is present and not all is ok.

It is referred that on Friday one of the Learning activity for the teachers is a simulated discussion starting from an Estonian report.

The Scientific Coordinator, who is also the psychotherapist conductor of the Italian work discussion groups, referred that the Italian teachers carried out a very difficult task because they work with children who have both emotional deprivations (but also material ones) and social problems. Fairy tales highlight their fears. The orc represented is not only the evil figure of fairy tales; sometimes it is a real figure (a violent and / or abusive father).

In many cases, the removal from the families are not just fantasies (which fairy tales deal with), but are actually lived out.

Teachers are also a point of reference for parents who have probably been emotionally deprived themselves when they were children.

The Slovenian Psychotherapist intervened by saying that this project was helping the school teaching method and, as also underlined by the Scientific Coordinator, that it was also encountering resistance: when changes in the teacher-student relationships occur, one can feel displaced and can take refuge in established practices. The Scientific Coordinator noted from the Slovenian reports that the psychotherapist has supported teachers very much, especially those who felt frustrated in not understanding what was happening.

## 12:00 Analysis on the Application of the Work Discussion Methodology

Further to the observations underlined in relation to the experiences reported in each school, the Scientific Coordinator highlighted the work done by the Slovenian psychotherapist who supported the teachers from the outside, encouraging them to find solutions, to give value and meaning to what was produced even by the little ones, even if that did not correspond to the teachers' expectations: this is an important point.

Of course teachers were looking for a "nice" result of their work, while they have been helped not to focus only on the good or bad result, but on what came out from this work, even from an emotional point of view. "Nothing is perfect" like a fairy tale (invented by children) in which the princess was forced to marry a prince she did not like. This project does not even ... but there is the risk of imagining a perfect work tool, like the charming prince.

Some questions arose: It could be a good idea to have a one-to-one relationship with the psychotherapist, after the group discussion with the teachers? It is possible to add other types of intervention to the methodology?

The Italian local coordinator intervenes saying that in their school there are psychologists who help to manage the most problematic children, but this does not coincide with the setting of WATCH who wish to support the teachers in their difficult work.

We may not like the tool that was made available to us; let's imagine that other things work better. Often, for example, it is thought that psychologists have the magic wand to solve all problems (cites a report from Romania).

Our methodology focuses on observing and trying to decipher the process (the dynamics) that leads children to produce something, not their final result. Even in the fairy tale it works like this: the final part: "And they all lived happily ever and ever" is the most banal and perhaps disappointing part. The interesting and adventurous one concerns the path, the carrying out of the events that lead to the happy ending!

The theme of evaluation is a peculiarity of many school dynamics (not only between teachers and students): identifying something that should be modified was experienced as an unquestionable negative judgment on the work.

From another point of view, recognizing things to be corrected - even if subjecting us to discomfort and fatigue of reviewing "our" work - could not have a negative connotation, but allow us to improve the work, reduce some unproductive tensions and obtain the maximum possible from the resources deployed by the project.



For this reason, it is necessary to pay particular attention to helping teachers not to think in terms of good or bad reports, good or bad classes, good or bad fairy tales, good or bad discussion groups.

We feel that this effort allows us to use also the moments of tension and difficulty lived by the group, making them even useful for understanding some specific dynamics.



As anticipated the simulation starts with the Estonian report made by the teacher Erika Tiiman. Caterina Mirone read it.

*«At the beginning of the lesson I informed the students that they were going to work with Propp cards for the last time during this project. 4 students don't particularly like to create a fairy tale. They immediately asked me if they would have to act out the fairy tale with dolls, too, and when I replied that yes, it's a complete process (the creation of the fairy tale + performance), they were not very happy.*

*The creation of the fairy-tale with the help of the Propp cards progressed more or less as planned - each student continued the story according to his or her card. However, there was a girl in the class who was constantly trying to impose her will on other students. She had a card „The return of the hero“ and she had already had a plan in mind.*

*I'd like to remark that for the first time ever the fairy tale heroes were not animals but human beings - princes, knights, princesses. As the students were neither interested in creating the fairy tale and nor motivated to work on it, they tried to tell the story exactly the way the pictures on the cards showed. However, the aforementioned girl is very creative and she has a vivid imagination, therefore she wanted to make the story more interesting and constantly intervened with the intention of directing the storyline.*

*There are also two students with a mild intellectual disability in the class - they have always been very eager and tried to contribute but their storyline has usually been altered by their classmates. This time one student with special needs had got the start card and the second student had got the arrival of the wizard (magical agent). Both boys took a cue from classical fairy tales and managed to do their part nicely.*

*The chance to act out the fairy-tale with the dolls came only at the end of the day. The students had made their own dolls in the art lesson and now we started to recreate the story by performing it with dolls. It wasn't easy at all. The children were tired by the end the day and it was very difficult to motivate them to work. One boy, Kardo, was not happy with the doll he had drawn and didn't want to participate in the show. Miina started to accuse him of ruining the work of the whole class. I was able to calm the children down and we started playing with the dolls. But it did not run smoothly. The students couldn't remember exactly what they had said in the morning but Martin has a good memory and he frequently started to interfere, interjecting remarks every so often "but in the morning you said differently".*

*We agreed with Martin that he would intervene only if the other student needed help and asked for it himself. We performed the fairy tale with the dolls twice - after the first time when the emphasis was more on recalling the storyline, we performed the fairy tale also for the second time. Markus and Lauri were so bored and restless that after playing their role, they stopped paying attention to the rest of the class and just started to fool around. I stopped the performance for a moment and we talked about showing some respect for the performers. We continued to work*

*peacefully and it seemed to me that the students were even somewhat enjoying the activity and were starting to add the emotions and details to the story. For instance, Britten played the role of the princess in such a way that although she was holding a doll, her whole body acted as if she herself was the princess. At the beginning of the day she had just said - "The princess was unhappy because her beloved had left", now she said : "I am so unhappy (sobbing). Where are you, my dearest prince!?! I'm going to die of sadness. Help! Bring me a handkerchief. I AM DROWNING (screaming) in my tears ".*

*To sum it up, it seems to me that Form 4 students are at such an age when they would still like to hear fairy tales and play with dolls but when doing it together with their classmates they are ashamed to admit it, it's the so-called false shame – they start to show off or do not want to demonstrate their emotions and fantastic imagination and they are ashamed to play. At this stage, the students' behaviour did not reveal so much anxiety and behavioural problems as disinterest and intolerance. Still, at the same time it taught the students how to show consideration for each other and how to overcome insecurity. »*

It is necessary to explain some of the Erika's observations. In Estonia fairy tales have usually animals as protagonists but this time it is highlighted that the characters are "humans". The students of the classroom observed are 10 years old.

Annarita Oliviero intervened attributing the lack of interest of the pupils not just to their age but to their emotional closure. The Scientific Coordinator suggests that both aspects may be present.

The Estonian Psychotherapist underlines that Estonians are "strange": pupils prefer be performers with very specific roles, for this reason they usually choose animals. This is not the opinion of the Scientific Coordinator who does not think it is so "strange", especially because they are children who are living a transition phase in their growth. Animals are often used, for example, in some early childhood tests and many fairy tales have animals as protagonists. Anyway, beyond this, the report shows how challenging this session was for the teacher.

When the conflict among pupils emerged, the teacher stopped the activity to make them think. Did she do the right thing? ... The Estonian psychotherapist has a doubt.

The Scientific Coordinator then replied that if the conflict was preventing them from continuing the activity, then she did well ; when it is possible, it would be preferable to let children express their negative feelings, their discontent.

To abandon the use of animals and to be impatient in working with fairy tales seems to indicate a transition phase: on the one hand, these children can't wait to grow up; however, they are still small and in the end, they seem to appreciate the proposed activity.

In that classroom were present children with very different needs (not only those with special needs): for example, there were children more interested in fairy tales while others less; there were children who can't wait to grow up, while others would like to stay small, etc. The teacher had continually to intervene to mediate between all these different needs. Being able to hold all these needs together (expressed in a more or less clear way) in a classroom is a resource for each child, because in each child - although to a different extent - there are these different instances (for example, children would like to grow, but at the same time they could also suffer from some nostalgia for when they were small and pampered by adults).

It was noted by the Italian teacher that the activity, despite a difficult beginning, was successful thanks to what the children were able to express and thanks also to the intervention of the teacher, who managed to emphasize the work and the respect for others.

The Coordinator confirms that the work went well because Erika was able to accept the dissent and to resolve the situation.

The fairy tale that the Estonian children invented was a kind of collage of various elements put together without too much effort, strictly respecting the indications of the cards.

The Scientific Coordinator pointed out the profound sadness expressed by the protagonist "I will die from sadness". Probably the sadness that these children feel is also linked to their growth and to all they will have to leave for growing: the school, the teachers, the schoolmates, their childhood. We imagine that childhood is all happy. Perhaps it is not, even when things are going well and there are no particular problems.

Erika referred that children with special needs generally have a different work plan, but thanks to this activity they were able to express themselves like others without being somehow "set aside".

As a matter of fact the Slovenian psychotherapist emphasized the real cooperation between everyone in this type of work. She agrees that even children with special needs have understood that in this type of work they had the opportunity to express themselves, that this is the field in which they can express themselves as everyone else. Also in Romania they had similar experience.

All the teachers agree that the involvement of children in a non-formal activity leads to a greater cooperation on several levels. Often it is not only the teacher who teaches to children; also the pupils give their contribution in different ways.

Sometimes children who in formal learning activities fail to express themselves in these activities can emerge. We have just watch children when they are not aware of being watched.

It was then the time to watch to some of the video of the performances made in occasion of the third phase in the different schools. The Slovenian teacher began showing the children either while using puppets and Carnival masks.

When it was the turn of the Romanian experience the teacher explained us that when the story was created the child who played the villain was a "bad" child also in real life. According to the story, he had to die killed by the hero. However, when the story was represented, it was changed. The villain told the hero "You must die!"; the hero accepted... and in the end he died!

## 11:30 The Final IO: Teachers and Professionals contribution

After the three phases of experimenting the application of the methodology it is now the time to define the publication with the results.

The Scientific Coordination Board is already working on it and contributions from the teachers regarding the experiences made, are not compulsory but very important.

But why the experience done by the teachers in the classrooms and in occasion of the work discussion groups is so crucial?

The Final publication could become the description of a good practice to be transferred to other schools. Therefore the point of view of the teachers who applied the methodology represents a peer to peer valuable perspective.

According to what established the work should be structured taking into account the two project pillars: Work Discussion and Fairy Tales. The Scientific Coordinator will send to all the participants the analysis on what came out from the discussion groups. He also suggests to read the material produced by members of other countries which is useful for learning more and producing the own personal contribution to the IO. Please refer to the local coordinators who have access to dropbox or google drive virtual folders for finding all the contributions that will arrive and for any interesting project document.

It was then presented a possible title to give to the Final Output: “Work Discussion Approach as good practice in primary schools”; it likes to all the participants. The same title should be given to the National Events and it will be reported in the web page to be disseminated and where the IO will be available to be downloaded.

The project do not foresee any other kind of work in the classroom, with the end of the third phase, no other activity was planned inside the classrooms, the month of April will be dedicated itself to the work of producing the I.O.

9:30 The Final National Events: how teachers and professionals can contribute

We already anticipated something about the national events which are planned to be organized in May.

Efforts must be directed to involve a large audience involving other schools, educational institutions, interested associations, psychologists and other stakeholders for a good project dissemination that is an important part of the project to be duly cared.

The Italian National Event will be the first and all the graphic material designed and used will be than shared. Further to this the Italian event will be diffused in streaming and recorded. The address of the page for the streaming section will be diffused through the communication channels normally used by the school. Even the partners are invited, not obliged, to act in a similar way and adapt the graphic choices to their peculiarities.

Considering that the main aim of the multiplier events to be organised is the dissemination of the Intellectual Output, the events could have the same title of the final publication: "Work Discussion Approach as good practice in primary schools".

It will be fundamental that during the event each school has to refer to the project website where a specific page will be dedicated to the Intellectual Output.

It is necessary to disseminate that the Intellectual Output will be available in all the languages of the partnership and that can be downloaded through the appropriate web page which web address, different for each language, will be publicised.

Each teacher agrees in presenting her/his experience during the event in the application of the methodology, so the programme will be defined taking this into account.


The Scientific Coordinator invites to reflect to the main contents to be transmitted and teachers than expressed their opinions.


## 10:30 E-twinning: a useful tool

The Italian local coordinator Nunzia Punzo, explains how important is for all the European teachers to use the potentiality of the e-twinning platform which allows the European schools to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

As a matter of fact the eTwinning community engages hundreds of thousands of teachers, who learn from each other, share practice and ideas and make eTwinning the biggest teacher network in the world.

After a brief introduction a practical section sees all the teachers engaged in following the **8 easy steps to set up a project**:

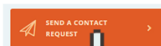
**1**  **REGISTER!** on eTwinning!



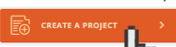
**2** Go to **eTwinning Live**, especially the **PARTNER FORUMS** where you can check the ideas proposed by other teachers and answer their posts. Or be proactive and **post your own ideas** on the suitable forum.

**3** **Contact teachers first** to check their availability, and interest in working with you. *Make sure you are available for an eTwinning Plus project.*

Once you find a colleague, look for them in **PEOPLE** and send them a **CONTACT REQUEST**.

**4** 

**5** When they accept your request, you are **ready to set up the project**. Decide which one of you is going to register the project - **only one can do it!** Go to **PROJECTS** and click on **CREATE A PROJECT**.



**A.** Carefully select the name of the school

**B.** Invite your colleague to the project

**C.** Complete the form with all the details

**D.** Use in the description a language that your colleague can understand when they read the application


*Don't forget to enable access to your project for eTwinning Plus countries*

After you submit your project, your colleague will receive a notification in their eTwinning Live to **accept it**. Once they accept the project invitation, **the project will have to be approved by the National Support Services of both countries.**

**6**

**7** Once the project is approved you can find it in the section **PROJECTS** and you automatically have **your own private TWINSPACE workspace**.

**8** You can now go to **PROJECTS** → **YOUR PROJECT** → **ADD NEW PARTNER(S)**: other colleagues who want to work in your project or colleagues from your school that you will collaborate with.



[www.etwinning.net](http://www.etwinning.net)

All the teacher are invited to use this platform also for inserting information about the Watch project in order to share experiences and results and disseminating the good practices experimented.



12:00 Final Remarks and Evaluation of the Learning Activity  
Guided by Patrizia Picardi

Each participant received the following questions:

*Please insert your comments regarding 1. Organization, 2. Contents, 3. Quality and 4. General impression about the Transnational Meeting*

1. Learning Activity organization

*1.1. L.A. organization: Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*1.2. L.A. organization: General organization*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*1.3. L.A. organization: Duration and timing of the meeting*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*1.4. L.A. organization: Domestic arrangements (accommodation, meals etc.)*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*1.5. L.A. organization: Any other comments, suggestions for next meeting:*

2. Contents of the Learning Activity

*2.1. Contents of the L.A.: Effectiveness of topics*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*2.2. Contents of the L.A.: Effectiveness of approach*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*2.3. Contents of the L.A.: appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*2.4. Contents of the L.A.: Clear evidence in the activity programme of the overall objectives of the project*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*2.5. Contents of the L.A.: The activity has satisfied my personal expectations*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*2. 6. Contents of the L.A.: Any other comments and suggestions for next learning activity*

### 3. Quality of the Learning Activity

*3.1. Quality of the L.A.: All the information (about tasks, material for the meeting, etc.) received before the activity*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*3.2. Quality of the L.A.: Development of trust and positive attitudes*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*3.3. . Quality of the L.A.: Commitment to the project by each partner*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*3.4. Quality of the L.A.: intercultural interaction*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*3.5. Quality of the L.A.: The extent to which the communication and the collaboration among participants has been facilitated.*

*3.6. Quality of the L.A.: The extent to which each participant contributes to the activity*

*3.7. Quality of the L.A.: Any other comments and suggestions for next meeting*

### 4. General impression

*4.1. General impression: My general impression of this L.A. is ...*

*1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High*

*4.2. General impression: Please write at least two strengths (positive aspects) of this L.A..*

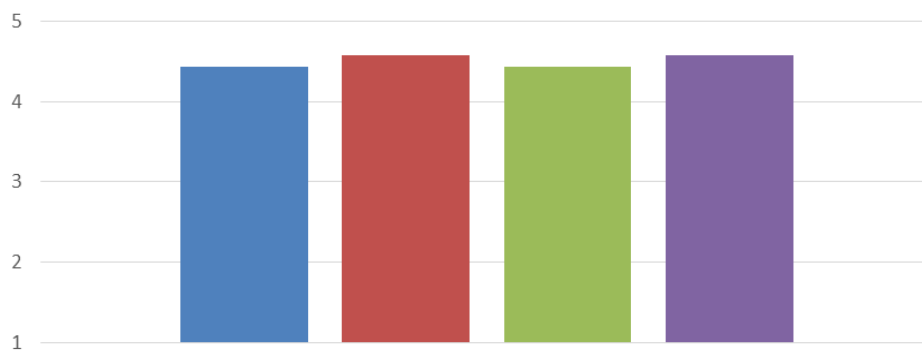
*How do you feel now about our partnership? Positive aspects:*

*4.3. General impression: Please write at least two weaknesses (negative aspects) of this L.A..*

*How do you feel now about our partnership? Negative aspects:*

## Results of the final evaluation of the LA

### 1. Learning Activity organization



■ 1.1. Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time

■ 1.2. General organization during the meeting

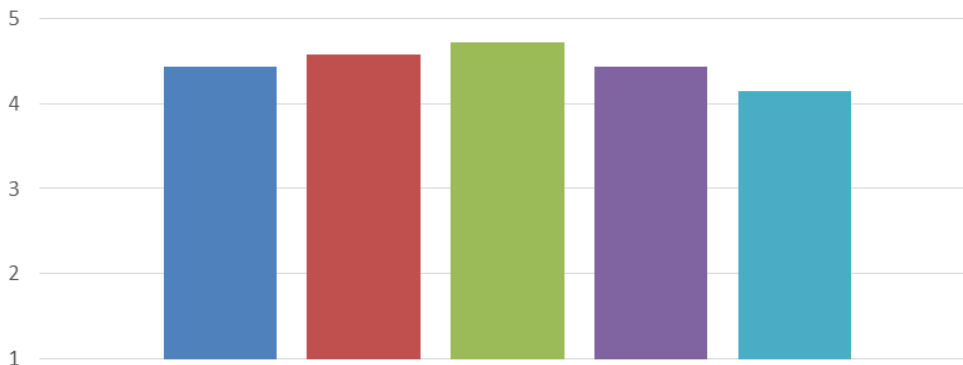
■ 1.3. Duration and timing of the meeting

■ 1.4. Domestic arrangements (accommodation, meals etc.)

■ 1.5. Any other comments, suggestions for next meeting:

- It would have been better if the hotel had been near the city center
- All the teachers should have been at the LA. Lots of information missed if they are not all the time at the LA
- more better to stay in the city center or near because it gives the possibility to work and feel the city - country more. Form me it's important
- The time spent for activities consistent with them may remain the same. Is very high
- the organisation was very good

### 2. Contents of the Learning Activity



■ 2.1. Effectiveness of topics

■ 2.2. Effectiveness of approach

■ 2.3. Appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales

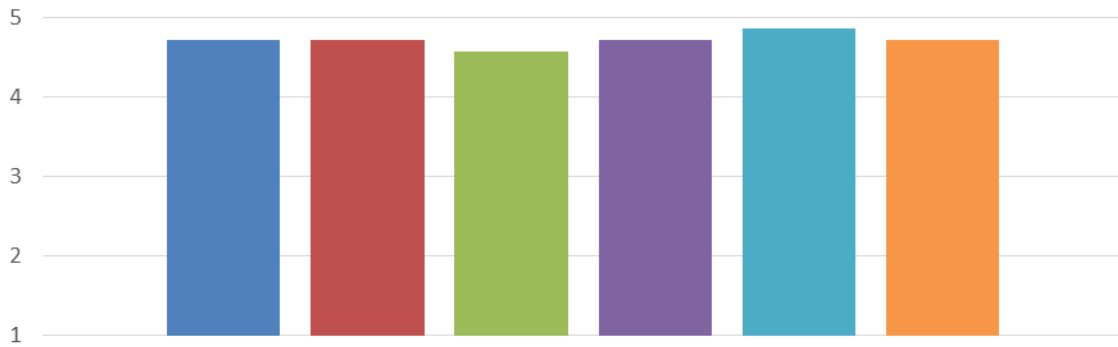
■ 2.4. Clear evidence in the event programme of real synergy with the overall objectives of the project

■ 2.5. The activity has satisfied my personal expectations

■ 2.6. Any other comments and suggestions for next learning activity

- the learning activity made me develop from a professional and cultural point of view
- the LA made me develop from a professional and cultural point of view
- to put out the more important findings
- more tasks and activities for psychotherapists again would like to work much
- very good learning activity
- the contents was very important for the project

### 3. Quality of the learning activity



- 3.1. All the information (about tasks, material for the meeting, etc.) received before the activity
- 3.2. Development of trust and positive attitudes
- 3.3. Commitment to the project by each partner
- 3.4. Intercultural interaction
- 3.5. The extent to which the communication and the collaboration among participants has been facilitated
- 3.6. The extent to which each participant contributes to the activity
- 3.7. Any other comments and suggestions for next LA
  - we couldn't have worked in a better way, thanks
  - more activities for psychotherapists please
  - the quality of the LA was a high level
  - the LA was complex and interesting

### 4. General impression

- 4.1. My general impression of this LA is ...  
**The Average of the answers was 4,7 between High and Very High**
- 4.2. Please write at least two strengths (positive aspects) of this LA. How do you feel now about our partnership? Positive aspects:
  - This LA improved my self confidence as a teacher and as a person too
  - highly support in every field of project, shared difficulties and experiences
  - very good communication, different findings from all schools
  - thanks a lot to Patrizia.. Her kick to my English, now I just speak English! friendly atmosphere, helpful people! Now it's clear what this project gives and will give
  - we learn from the other school partners what can we do in similar cases.
  - We can share our fears and discover we feel better after talking to other people in similar position
  - we learn from the other school partners many information and what can we do in similar cases.
  - We can share our fears and discover we feel better after talking to other people in similar position
- 4.3. Please write at least two weaknesses (negative aspects) of this project LA. How do you feel now about our partnership? Negative aspects:
  - no negative aspects
  - more effective time usage some part of meeting too slowly
  - poor organisation in Slovenian team
  - very long waiting in the mornings... 2 buses... before working it's not very good to wait 30-40 minutes, so long time. It's can be more effective
  - we love everything
  - I did not notice any negative aspects