

Interim report - FEIGHT project evaluation

Lieke Dreijerink, Jan Uitzinger. IVAM UvA, October 15th 2013

In the summer of 2013 IVAM did an interim evaluation of the FEIGHT project among the project partners and among teachers involved. In this report the results of the evaluation are described. But first we start with a short description of the method we used. The extensive version of the methodology as defined in the evaluation plan can be found in Annex A.

1 Method and response

IVAM developed two questionnaires, using structured questions and open answer questions. One questionnaire (QP) was aimed at the project partners; the other (QS) was aimed at the participating school teams or teachers.

All five project partners filled in the questionnaire on their own expectations and experiences (QP: see Annex B). In total they evaluated fourteen groups of students or learners. For the other associate or external partners involved (Adastra Cymru Ltd, Effective Webdesign and IVAM UvA BV) this evaluation of expectations was not applicable.

Furthermore, two of the five project partners (DIMEM and Shalom) and associate partner Adastra Cymru Ltd organized interviews with members of the school teams involved using the other version of the questionnaire (QS: see Annex C). As an adult education provider organizing courses at European level Quarter Mediation does not come into contact with school teachers from the Netherlands and therefore they did no interviews with Dutch teachers. For the Netherlands this task was appointed to the partner IVN. The partners IVN and NIMEM did not interview teachers because of time or planning issues. In total four people were interviewed, with whom six classes could be evaluated. This was less than the expected minimum of 11 interviews. Three teachers and a manager of an organization aimed at preventing offending by children and young people (Swansea Youth Offending Service) were interviewed.

2 Interim results

Since the number of participating partners and interviewed people involved in FEIGHT is limited, the results are described in a descriptive and not in a quantitative way.

2.1 Project partners

All five partners indicated having used or using the FEIGHT methods at schools or in training activities. The number of schools or training activities in which the methods were used varied from twenty-five to two, and the number of groups of students or learners in which the methods were used varied from one hundred to five (see Table 1). The Turkish partner DIMEM added that in total 15 teachers and almost 80 students are involved in the activities of FEIGHT. The classes vary from 9th to 11th grades.

Table 1. Number of school/ activities and groups per partner

Partner	Country	Number of schools or training activities	Number of students/learners groups
QMED	The Netherlands	8	8
DIMEM	Turkey	3	5
Shalom	Italy	2	10
IVN	The Netherlands	25	100
NIMEM	Turkey	5	9
Total		43	132

Choices in combining the eight methods

The partners were asked which of the eight methods they used in one specific class or group. They were asked to describe a maximum of three groups. We assumed they would choose the most striking or typical examples. They mentioned various combinations of methods; see Table 2.

Table 2. Methods used in one specific group (G) or class, per partner

	Group or class	M1: working with real assignments	M2: using outdoor activities and training in the nature	M3: extracurricular activities (e.g. music, dance, crafts, arts)	M4: peer training	M5: e-learning	M6: using music, art, play, drama as teaching methods	M7: soft skills (team building, team working, communication)	M8: learning by doing in VET, in a real life situation
QMED	G1		x	x				x	
	G2		x	x				x	x
	G3		x	x				x	x
DIMEM	G1			x	x		x	x	
	G2	x	x						x
Shalom	G1	x		x	x			x	
	G2	x	x					x	
	G3			x	x			x	x
IVN	G1	x	x	x		x	x	x	x
	G2	x	x	x		x		x	
	G3	x	x			x		x	
NIMEM	G1			x		x	x	x	
	G2			x		x	x	x	
	G3			x		x	x	x	
Total		6	8	11	3	6	5	13	5

It shows that in many groups of students or learners a different combination of methods was used. According to this data, Quarter Mediation (QMED) used a combination of methods 2, 3, 7, 8 twice and NIMEM used the combination of methods 3, 5, 6, 7 three times. Each partner furthermore explained why they chose the specific combinations. The combination of methods depends on various aspects:

Characteristics of the group

- “The idea is that the methods we use in FEIGHT are not new [...] but to use a different approach for the already known methods. We based the eight methods on the eight multiple intelligences, so - depending on the training activity we organize and on the target group we have to decide what combination of the eight methods is the most appropriate.”

- “This is a class of 9th grade students. They learn best by music, art and drama that's why we chose activities including these in our lessons. To improve their communication skills, we formed groups during the lessons. This helped them to develop working in a team and teach each other.”

- “[...] abilities are used to propose different activities to the different groups.”

- “Each student must find something interesting in teaching material and process.”

Characteristics of the methods

- “The students of printing department visited the zoo. [...]. Each student created at least one card [which] they presented [...] to the general director of the zoo. This is a real life situation and the students learned by doing themselves. That's why we chose to use these methods.”

- “One of the objectives is to let the students know the places and the material and spiritual civilization of their region. All the activities organized with a real assignment grow the sense of responsibility of the future cooks or waiters. The group activities reinforce the relationships among students and with their teachers and trainers during the first and second school year.”

- “During the Arts and Craft activities the girls are allowed to talk, laugh, help each other, and take their time to finish the work. The final result, the accuracy of the final product is important as it can help the girls to discover their talents. [...] the combination gives a strong rational motivation but also a continuous help from competent young trainers. Finally better and long lasting friendly relations become possible.”

- “All the extracurricular activities are thought to help the [students] to become more self-confident and more competent. All the results of their activities have a customer that can express his satisfaction.”

- “the boys [...] learn to cook, grow animals, work the land, and make bread. They are going on building houses and different spaces [...] The reasons for whom the mix of method works with the group are: M3 and M8 Concrete realization of useful objects (doors, windows...), M4: all the new guests learn from the old guests. M7: The relationship between the members of the group is growing during the months.”

- “We use [the Schools for Sustainability method] and we add various FEIGHT-methods to the project”

- “These methods could be used best for this class, the other three did not fit in the project”

- “The project was only in one week. It was a short period.”

- “Because an effective education must comprise the different types of intelligence and must not be monotonous and use various kinds of materials, techniques and; physical, mental and social activities.”

The eight methods separately

One partner mentioned that although different combinations of the eight methods were used, assessing them separately would not make much sense since in practice they are viewed as one method. However, we wanted to get some insight in how specific parts or combinations could lead to positive effects, by asking the partners to indicate which of the methods being part of their approach worked best, second best and third best. We then added scores: 10 points when a method was assessed as working best, 8 points when working second best and 6 points when working third best (see Table 3). The scores indicate that the five partners assessed M7 as best. M2 and M3 were also in the overall top three. This does of course not mean that the other methods have less value or do not work; it simply gives an indication of which methods are ranked best.

Table 3. Ranking of top three methods used

	1: worked best	2: worked second best	3: worked third best	total
M1: working with real assignments	40	0	12	52
M2: using outdoor activities and training in the nature	30	8	24	62
M3: extracurricular activities (e.g. music, dance, crafts, arts)	30	24	12	66
M4: peer training	0	16	0	16
M5: e-learning	0	0	0	0
M6: using music, art, play, drama as teaching methods	30	8	0	38
M7: soft skills (team building, team working, communication)	30	56	18	104
M8: learning by doing in VET, in a real life situation	20	8	6	34

Replication

Three partners stated they would use the same combination if they had to start over again with these groups of students or learners. One partner mentioned to include some additional methods, since "...FEIGHT intends to bring that the conservative methods are not good enough anymore for the 21st century students. Therefore, we have to think out of the box and to adapt to the topic, target group, their mood at a certain moment and their particular needs in that day. Therefore, we never used the same combination of methods for the same target group, neither for different target groups. The idea is to improve, adapt and be creative for a better motivation for both trainees and trainers." Another partner mentioned different additional methods for each of the three evaluated groups. In the one group working with real assignments and using outdoor activities, while in the other group working with real assignments and extracurricular activities would be added. In the third group he would add real assignments and more outdoor activities and learning by doing in real situations.

Positive and critical remarks on the methods

Partners were positive about how the combination of these specific methods worked in the classes or groups. A general answer was that "It gives students possibilities to develop different skills" and that the "combination of those specific methods worked very well in teaching." The other answers can be clustered in the following three categories.

Cooperation and team work

- "Before starting such a training activity we prepare the group for this. The first step is the team building, so there are a lot of ice-breaking activities to be used. In this way people are more relaxed and confident on their own competencies and skills and the tasks are distributed between the team members. The most important is "any idea, how crazy we think it is, is very welcome". These because, sometimes, from the ideas people think are crazy, the innovation born. Therefore, this method is very good in the development of the creativity and open minding, in helping teachers and trainers, as well as decision makers in the field of education, to think out of the box."

- "I noticed that the girls were glad and motivated to work together and also that they paid attention to their work and tried to do it as well as possible."

- "The students were put into groups which led them improve their communication skills both with their friends and in the target language. The groups were formed according to the students' intelligence types and the activities were organized taking this into account so that each student was able to contribute to the

activity. For example, the student who has more dominant musical intelligence type was able to help more using the music in the activity or the student with a dominant visual intelligence type was able to contribute to the team by drawing the poster and so on.”

- “[...] Using art and drama and team building helped students to be active and learn the things by doing and constructing themselves in a social environment.”

Real life experiences

- “The students were out of the classroom to observe the zoo. The cards they created for the zoo were presented to the director and [...] were going to be used by the zoo. So, they were able to see the results of what they did.” “It was a real life situation which made the students work more enthusiastically. Working with real assignments made the students take their work more seriously.”

- “The students realized a well documented research about one of the traditional products in Brescia county: olive oil. They were very proud about their work they presented during a big local fair. During the following years the school will go on proposing this kind of activities to its students.”

- “This method is very good in the development of the awareness of the importance of the safety in our daily activities, not depending if it is about the way from our home to the school/company and back, or about the safety and health regulation we have to follow in the school, in a trip, in the working place, both for protecting us and the people around us.”

- “The students realize [there are] objects of direct utility [they] can see and use every day.”

Instructive effects

- “This method is very good in the development of the tolerance, creativity and open minding, in helping making people better understand the equal opportunities and rights are for everybody, for all human beings.”

- “We noticed that - if the training methods are adapted to the target group and topic, as well as to the cultural specificity - the method is successful. We received good and very good feedback from our participants. Some of them found the [...] combination of methods new and interesting, but the big part of the participants was very enthusiastic and willing to try it with their students, colleagues, peers, as soon as the course finished.”

One critical remark was that in schools and in projects there is sometimes not enough time to use all different methods. Furthermore, another partner mentioned that crowded classrooms and extensive preparation are the basic negative points. No further critical remarks were given. One partner mentioned that the activities were chosen in order to be constructive and motivating both for trainers and trainees. Another mentioned: “The activity was held in a very positive way and it was so helpful.”

Expectations on effects on personal development and leaving school early

Partners had in general positive expectations of their method on personal development of students. In our evaluation plan we defined that personal development of students consisted of six aspects, namely improvements of interrogative skills (i.e. asking questions to find solutions) and discussion techniques, increased self-confidence, better team work, and an improvement of problem-solving and time keeping. On all these six aspects partners expected the used FEIGHT methods to have a positive or very positive effect. For some methods used some aspects were not applicable and a partner indicated once that a method would have no positive effect on team work.

When asked about the potential of their chosen combination of methods for reducing the percentage of drop outs in this specific class or group, on a scale of one tot ten scores varied from six to ten. The average score was 7.8 (based on fourteen different groups), so partners view the potential of the FEIGHT methods fairly high.

2.2 Schools and teachers

As described before, four interviews were held in three different countries with three teachers and one manager (see Table 4). At C.F.G. Zanardelli two different teachers were interviewed. The four interviewees assessed six groups of students. In total the effects of the FEIGHT methods on 108 students were evaluated¹. The percentage of students at risk of leaving early varied between 1% and 60% (see Table 4). There is a high percentage in Swansea because they gather at-risk students in their groups. The percentage at the school in Italy is the real drop out figure over the previous year.

Table 4. Overview of interviewed schools and number of students involved and at risk of leaving school early

Interviewed school or organisation	Interviewed by	Number of students involved	Percentage at risk of leaving school early
Arslan Çimento teknik ve endüstri meslek lisesi	DIMEM	20 students	<i>unknown</i>
C.F.G. Zanardelli	Shalom	20 students	1.14 %
C.F.G. Zanardelli	Shalom	24 students	1.14 %
Swansea Youth Offending Service	Adastra Cymru	44 students	About 28 (60%)

Choices in combinations of the eight methods

The interviewees were asked which of the eight methods they used in one of their classes or groups. They were asked to describe a maximum of three groups. We assumed they would choose be the most striking or typical examples. They mentioned various combinations of methods; see Table 5. Method 5 (e-learning) was not mentioned.

Table 5. Methods used per specific class or group (G)

FEIGHT method	DIMEM	Shalom				Adastra Cymru	Total
	G1	G1	G2	G3	G4	G1	
M1: working with real assignments	x	x	x	x	x	x	6
M2: using outdoor activities and training in the nature	x	x	x	x	x		5
M3: extracurricular activities (e.g. music, dance, crafts, arts)						x	1
M4: peer training		x	x	x	x	x	5
M5: e-learning							-
M6: using music, art, play, drama as teaching methods		x		x			2
M7: soft skills (team building, team working, communication)		x	x	x	x	x	5
M8: learning by doing in VET, in a real life situation	x	x	x	x	x		5

¹ Possibly there is some overlay in students of the Italian organization.

The Italian teachers used a combination of methods four times; two times with and two without the sixth method (using music, art, play and drama). In the other two groups, different combinations of methods were used. Each interviewee furthermore explained why a specific combination of methods was chosen for this class or group. This depended on various aspects:

Characteristics of the method

- “Because the students enjoyed experiencing different role playing activities”
- “Provides a variety of learning styles. Ensures a fit of activities tailored to the varied individual needs of a group of young people.”

General remarks on the necessity

- “Because the risk was quite high and we wanted to reduce it and re motivate the students.”
- “The motivation of the students was very poor.”

The eight methods separately

In the interviews the respondent were asked to indicate which of the methods being part of their approach worked best, second best and third best in order to try and find out if specific methods worked better than others. We then added scores: 10 points when a method was assessed as working best, 8 points when working second best and 6 points when working third best (see Table 6). These scores indicate that the three partners assessed M1 as best. M4 and M8 were also in the overall top three.

Table 6. Ranking of top three methods used

	1: worked best	2: worked second best	3: worked third best	total
M1: working with real assignments	50	0	0	50
M2: using outdoor activities and training in the nature	0	40	0	40
M3: extracurricular activities (e.g. music, dance, crafts, arts)	0	8	24	32
M4: peer training	30	16	0	46
M5: e-learning	0	0	24	24
M6: using music, art, play, drama as teaching methods	0	24	6	30
M7: soft skills (team building, team working, communication)	0	40	0	40
M8: learning by doing in VET, in a real life situation	40	0	6	46

Although M5 (e-learning) was previously not mentioned as being used, some interviewees were able to assess this method. Possibly they were taking their expectations into account.

Replication

All interviewed people stated that if they would have to start over again with this group of students, they would use the same combination of methods. Two persons did not apply it to another class or group. The other two did. Assessing this second group, one interviewee mentioned he or she would include some additional methods if starting over with this group, namely e-learning due to the increase of technological tools.

Positive and critical remarks on the methods

Interviewees had various positive remarks on how the combination of these specific methods worked in their classes or groups. Their answers can be clustered in the following three categories.

Cooperation and team work

- “The students felt much better involved in their process of learning improving their motivation and self confidence. The class atmosphere turned out to be more active and alive, friendly and relaxing”
- “Improvement of team working, better skills,”
- “The students enjoyed working together in the class and the different role playing activities”

Individual effects

- “Improved motivation”
- “Enables participation by all. Offers access opportunities to young people who feel themselves to be disadvantaged. Provides bespoke activities to match varied individual needs.”

Real life experiences

- “The students met a real life situation which made them work more enthusiastically. Working with real assignments made students take their work seriously.”

The interviewees had also various critical remarks. They mentioned a lack of available resources. Moreover, they mentioned on the one hand that the amount students involved was sometimes too large, and on the other hand that smaller groups sometimes make it difficult to spread this range of activities across the varied individual needs of young people. One interviewee mentioned: “It is important to assess the needs of each individual young person to determine which method(s) will best suit their specific situation and learning style. Then you have to try and place them in a viably sized group! Taking account of any drop-outs or other changes to the programme...” A final critical remark was that at the beginning the students didn't understand the reason and purpose of the different learning methods.

Expectations on effects on personal development and leaving school early

The interviewees had in general positive expectations of their method on personal development of students. In our evaluation plan we defined that personal development of students consisted of six aspects, namely improvements of interrogative skills (i.e. asking questions to find solutions) and discussion techniques, increased self-confidence, better team work, and an improvement of problem-solving and time keeping. On all these six aspects interviewees expected the used FEIGHT methods to have a positive or very positive effect. For one method used it was mentioned that the aspect self-confidence was not applicable.

When asked about the potential of their chosen combination of methods for reducing the percentage of drop outs in this specific class or group, on a scale of one tot ten scores varied from six to nine. The average score was 8 (based on six different groups).

3 Conclusions

The interim evaluation of the FEIGHT project shows mainly a positive picture. Both partners and schools have high expectations and good experiences working with the various combinations of methods.

The methods are combined in multiple ways. These combinations depend on how it is expected the methods fit the specific group of students and on how it is expected the method itself will work best. One interviewee summed it up: "It is important to assess the needs of each individual young person to determine which method(s) will best suit their specific situation and learning style."

Positive remarks are related to the positive effects on the groups (team work, cohesion), the real life experiences, and the positive effects on the individual students (including instructive effects and personal development). The potential the FEIGHT approach will have on students at risk of leaving school early is therefore assessed as good, both by the partners as the schools. Negative or critical remarks were mostly on the organisation of the project in the various classes (on resources, available time and group sizes).

The FEIGHT project was also instructive for the partners involved: "I've learned and tried many different activities and techniques in my lessons which made them more enjoyable, helpful and like in real life." Reflecting on it by evaluating was a good thing according to a number of partners. One partner reflected: "trainers and teachers have the power to change the students' life and to provide them with the necessary tools, knowledge and life skills for their adult life. As Intel Chairman Craig Barrett said in 2006 'Computers are not magic. Teachers are'. And I fully believe it is true."

In the final evaluation at the end of the FEIGHT project these interim results will be compared to the final results. Expectations and experiences can then be put together, in order to draw a clear picture of the strengths of FEIGHT and how the approach can be used best in the future. We would like to thank the partners for their time and effort of providing us with the data so far.

Annex A. Evaluation methodology

The project evaluation is divided into two parts: the process evaluation and the impact evaluation. In the process evaluation it is investigated whether the FEIGHT project as a whole functioned well. In the impact evaluation it is investigated to what extent both the partners and schools expect the educational methods to help solve the problem of early school leaving.

The evaluations are carried out by means of written surveys for which questionnaires are developed (see Annex B and C). The questionnaires are used two times during the project: at the start of the project and two months before the end meeting in Turkey. During the mid-term meeting in Turkey, the results of the first surveys, as reported in the mid-term report, are presented by IVAM.

Process evaluation

The process evaluation focuses on how the project functioned according to the partners and the schools. Both the transfer of SfS (WP2) and Peer (WP3) methods and approaches are analyzed. The process evaluation is about the experiences of working with combinations of the eight innovative teaching and training approaches and methods.

The combinations of approaches and methods as used in the schools are assessed on various indicators; see Table A1. Partners' and schools' satisfaction with the various approaches and methods are measured using open questions on experiences and expectations. Furthermore, partners and schools are asked if they would chose for the same methods in hindsight.

Table A1. Process indicators – approaches and methods (partners and schools)

1.) Satisfaction with combinations of eight methods
1.) Satisfaction with eight individual methods

Impact evaluation

The impact evaluation focuses on the effects the project had on the students. FEIGHT aims at reducing early school leaving and to identify the main explaining factors. Both the partners and the schools are questioned on the impacts of the new methods and approaches created based on the innovation transferred (SfS and Peer Training): are they useful in fighting early school leaving?

Impact of the (combinations of the) eight approaches and methods is assessed on two main indicators; see Table A2. Impacts are measured using questions on expected and experienced effects on personal development of the students: communications (interrogative skills, discussion techniques), self-confidence /self-esteem, team building, problem solving, time keeping. Furthermore, impacts are measured by questions on expected potential for reducing the percentage of drop outs.

Table A2. Impact indicators (partners and schools)

1.) Expected personal development of students due to the (combinations of the) approaches and methods
2.) Expected potential for reducing the percentage of drop outs due to the (combinations of the) approaches and methods

Annex B. Questionnaire project partner

Introduction

This questionnaire is about the eight methods and approaches used in the FEIGHT project and about your experiences as a project partner in implementing or starting to implement these methods at schools.

- Filling in the questionnaire will take ... minutes of your time.
- You can go back and forth in the questionnaire
- At the end of the questionnaire you can add remarks or suggestions about the questionnaire itself.

Thank you for participating!

Please do not hesitate to contact us if you have any questions. dgb@ivam.uva.nl

Jan and Lieke, IVAM

Q1. What is your name?

Q2. What is the name of your organization?

Q3. Are you already using one or more of the eight FEIGHT methods at schools?

Yes → Q4

No → Q6P

Q4. In how many schools are you using the various FEIGHT methods?

Q5. In how many classes or groups of students are you using the various FEIGHT methods?

The next questions are about your opinions and experiences of using the various FEIGHT methods in the participating school(s).

Please think of one class or of one group of students at one school in which you use a combination of the FEIGHT methods.

Q6. What is the name of the school you are thinking of?

Q7. What is the name of the class you are thinking of? (*You can skip this question if you cannot answer it*)

Q8. Which of the following methods do you use in this specific class or group? *You can give multiple answers.*

- working with real assignments (M1)
- using outdoor activities and training in the nature (M2)
- extracurricular activities (e.g. music, dance, crafts, arts) (M3)
- peer training (M4)
- e-learning (M5)
- using music, art, play, drama as teaching methods (M6)
- soft skills (team building, team working, communication) (M7)
- learning by doing in VET, in a real life situation (e.g. in a company on the labour market or in a virtual situation simulated in the school) (M8).

Q9. Please specify why the combination of these specific methods was chosen for this class or group?

Q10. Could you describe your positive remarks about how the combination of these specific methods worked in this class or group? *(If you have no positive remarks, you can write down 'no remarks')*

Q11. Could you describe your negative remarks about how the combination of these specific methods worked in this class or group? *(If you have no negative remarks, you can write down 'no remarks')*

Q12. Do you think this combination of methods has or will have a positive effect on the following aspects of personal development of students?

	No positive effect	Positive effect	Very positive effect	Not applicable / Do not know
Interrogative skills (i.e. asking questions to find solutions)				
Discussion techniques				
Self-confidence				
Team work				
Problem solving				
Time keeping				

Q13. What do you expect to be the potential of this combination of methods for reducing the percentage of drop outs in this class or group? *On a scale from 1 (totally no potential) to 10 (very much potential).*

Totally no potential										←—————→										Very much potential									
1	2	3	4	5	6	7	8	9	10																				

Q14. Can you order the individual methods you used according to which worked best, second best and third best, for this specific group or class?

You can cross multiple number 1, number 2 or number 3 methods. If it is impossible to rank the various methods you can skip this question.

	1: worked best	2: worked second best	3: worked third best
working with real assignments (M1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using outdoor activities and training in the nature (M2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
extracurricular activities (e.g. music, dance, crafts, arts) (M3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
peer training (M4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-learning (M5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using music, art, play, drama as teaching methods (M6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
soft skills (team building, team working, communication) (M7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning by doing in VET, in a real life situation (M8).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. If you would have to start over again with this group of students, would you use the same combination of methods?

Yes → Q16

No, I would exclude some of the chosen methods → Q15b

No, I would include some additional methods → Q15b

Q15b. Please specify

Q16. Did you use a combination of the FEIGHT methods in another, different class or group of students?

Yes → Q6

No → Q17

We limited this questionnaire to the evaluation of a maximum of three groups or classes.

Please think of the most striking or informative classes or groups.

Q16b. Did you use a combination of the FEIGHT methods in another, different class or group of students? In how many other classes or groups did you use the methods?

No

Yes, in one other class or group

Yes, in two to five other groups or classes

Yes, in more than five other groups or classes

Q17. Do you have any final remarks on the FEIGHT methods or on the questionnaire?

Thank you!

(These questions are for partners who plan to use the methods; see Q3)

Q4P. In how many schools are you planning to use the various FEIGHT methods?

Q5P. In how many classes or groups of students are you planning to use the various FEIGHT methods?

The next questions are about your opinions and expectations of using the various FEIGHT methods in the participating school(s).

Please think of one class or of one group of students at one school in which you will implement a combination of the FEIGHT methods.

Q6P. What is the name of the school you are thinking of?

Q7P. What is the name of the class you are thinking of? *(You can skip this question if you cannot answer it)*

Q8P. Which of the following methods will you use in this class or group? *You can give multiple answers.*

- working with real assignments (M1)
- using outdoor activities and training in the nature (M2)
- extracurricular activities (e.g. music, dance, crafts, arts) (M3)
- peer training (M4)
- e-learning (M5)
- using music, art, play, drama as teaching methods (M6)
- soft skills (team building, team working, communication) (M7)
- learning by doing in VET, in a real life situation (e.g. in a company on the labour market or in a virtual situation simulated in the school) (M8).

Q9P. Please specify the choice of this combination of methods for this class of group.

Q12P. Do you think this combination of methods will have a positive effect on the following aspects of personal development of students?

	No positive effect	Positive effect	Very positive effect	Not applicable / Do not know
Interrogative skills (i.e. asking questions to find solutions)				
Discussion techniques				
Self-confidence				
Team work				
Problem solving				
Time keeping				

Q13P. What do you expect to be the potential of this combination of methods for reducing the percentage of drop outs in this class or group? *On a scale from 1 (totally no potential) to 10 (very much potential).*

Totally no potential					Very much potential				
1	2	3	4	5	6	7	8	9	10

Q14P. Can you order the individual methods you are planning to use, according to your expectations on which will work best, second best and third best, for this specific group or class?

You can cross multiple number 1, number 2 or number 3 methods. If it is impossible to rank the various methods you can skip this question.

	1: worked best	2: worked second best	3: worked third best
working with real assignments (M1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using outdoor activities and training in the nature (M2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
extracurricular activities (e.g. music, dance, crafts, arts) (M3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
peer training (M4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-learning (M5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using music, art, play, drama as teaching methods (M6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
soft skills (team building, team working, communication) (M7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning by doing in VET, in a real life situation (M8).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15P. Will you use a different combination of the methods in another, different class or group of students?

Yes → Q6P

No → Q17

We limited this questionnaire to the evaluation of a maximum of three groups or classes.

Please think of the most striking or informative examples, classes or groups.

Q15Pb. Will you use a combination of the FEIGHT methods in another, different class or group of students? In how many other classes or groups will you use the methods?

No

Yes, in one other class or group

Yes, in two to five other groups or classes

Yes, in more than five other groups or classes

Q17. Do you have any final remarks on the FEIGHT methods or on the questionnaire?

Thank you!

Annex C: Questionnaire Schools (QS)

Instruction for FEIGHT partners:

FEIGHT partners will interview schools and teachers involved. Schools/ teachers will not fill in this questionnaire themselves.

Possibly some schools/teachers have not started using the various FEIGHT methods. For schools/teachers that have started ask about their experiences thus far, and for schools/teachers that will start ask about their expectations. You can adjust the questions below according to the phase schools/teachers are in.

Introduction (for example)

This interview is about the eight methods and approaches used in the FEIGHT project and about your experiences at your school using or starting to use these methods.

Interviewer, fill in:

Q1. Name

Q2. Name of the school

Q3. Does this school/teacher already use a combination of the eight FEIGHT methods?

- Yes
- No

Q4. What is your function or job within the school?

Q5. How many students are or will be involved in working with the teaching methods and approaches this interview is about?

Q6. How many of these students would you estimate are at risk of leaving school early?

%

Please think of one class or of one group of students at your school in which you (will) use a combination of the FEIGHT methods.

Q6. Which of the following methods do you use or will you use in this specific class or group? *You can give multiple answers.*

- working with real assignments (M1)
- using outdoor activities and training in the nature (M2)
- extracurricular activities (e.g. music, dance, crafts, arts) (M3)
- peer training (M4)
- e-learning (M5)
- using music, art, play, drama as teaching methods (M6)
- soft skills (team building, team working, communication) (M7)
- learning by doing in VET, in a real life situation (e.g. in a company on the labour market or in a virtual situation simulated in the school) (M8).

Q7. Please specify why the combination of these specific methods was chosen for this class or group?

--

Q8. Could you describe your positive remarks about how the combination of these specific methods worked in this class or group? *(If you have no positive remarks, you can write down 'no remarks')*

1)
2)
3)

Q9. Could you describe your negative remarks about how the combination of these specific methods worked in this class or group? *(If you have no negative remarks, you can write down 'no remarks')*

1)
2)
3)

Q10. Do you think this combination of methods has or will have a positive effect on the following aspects of personal development of students?

	No positive effect	Positive effect	Very positive effect	Not applicable / Do not know
Interrogative skills (i.e. asking questions to find solutions)				
Discussion techniques				
Self-confidence				
Team work				
Problem solving				
Time keeping				

Q11. What do you expect to be the potential of this combination of methods for reducing the percentage of drop outs in this class or group? *On a scale from 1 (totally no potential) to 10 (very much potential).*

Totally no potential				←————→		Very much potential			
1	2	3	4	5	6	7	8	9	10

Q12. Can you give a ranking which of the eight individual methods you used works best/ you expect to work best? *Add a 1 to the method that works best, a 2 to the method that works second best, etc until you included all methods you used or will use.*

If it is impossible to rank the various methods you can skip this question.

	RANK: 1 to 8
working with real assignments (M1)	
using outdoor activities and training in the nature (M2)	
extracurricular activities (e.g. music, dance, crafts, arts) (M3)	
peer training (M4)	
e-learning (M5)	
using music, art, play, drama as teaching methods (M6)	
soft skills (team building, team working, communication) (M7)	
learning by doing in VET, in a real life situation (e.g. in a company on the labour market or in a virtual situation simulated in the school) (M8).	

Q13. In hindsight, would you have used the same combination of methods again for this group of students? *(skip if not applicable)*

- Yes
- No, I would exclude some of the eight methods
- No, I would include some additional methods

Q13b. Please specify. *(skip if not applicable)*

Did you implement a combination of the FEIGHT methods in another, different class or group of students?

Yes → Q6 (below)

No → Q14

Q14. Do you have other remarks?

Thank you!

ADDITIONAL FORM WHEN THERE ARE MORE CLASSES OR GROUPS INVOLVED

Please think of one class or of one group of students at your school in which you (will) use a combination of the FEIGHT methods.

Q6. Which of the following methods do you use or will you use in this specific class or group? *You can give multiple answers.*

- working with real assignments (M1)
- using outdoor activities and training in the nature (M2)
- extracurricular activities (e.g. music, dance, crafts, arts) (M3)
- peer training (M4)
- e-learning (M5)
- using music, art, play, drama as teaching methods (M6)
- soft skills (team building, team working, communication) (M7)
- learning by doing in VET, in a real life situation (e.g. in a company on the labour market or in a virtual situation simulated in the school) (M8).

Q7. Please specify why the combination of these specific methods was chosen for this class or group?

Q8. Could you describe your positive remarks about how the combination of these specific methods worked in this class or group? *(If you have no positive remarks, you can write down 'no remarks')*

1)

2)

3)

Q9. Could you describe your negative remarks about how the combination of these specific methods worked in this class or group? *(If you have no negative remarks, you can write down 'no remarks')*

1)

2)

3)

Q10. Do you think this combination of methods has or will have a positive effect on the following aspects of personal development of students?

	No positive effect	Positive effect	Very positive effect	Not applicable / Do not know
Interrogative skills (i.e. asking questions to find solutions)				
Discussion techniques				
Self-confidence				
Team work				
Problem solving				
Time keeping				

Q11. What do you expect to be the potential of this combination of methods for reducing the percentage of drop outs in this class or group? *On a scale from 1 (totally no potential) to 10 (very much potential).*

Totally no potential				←————→		Very much potential			
1	2	3	4	5	6	7	8	9	10

Q12. Can you give a ranking which of the eight individual methods you used works best/ you expect to work best? *Add a 1 to the method that works best, a 2 to the method that works second best, etc until you included all methods you used or will use.*

If it is impossible to rank the various methods you can skip this question.

	RANK: 1 to 8
working with real assignments (M1)	
using outdoor activities and training in the nature (M2)	
extracurricular activities (e.g. music, dance, crafts, arts) (M3)	
peer training (M4)	
e-learning (M5)	
using music, art, play, drama as teaching methods (M6)	
soft skills (team building, team working, communication) (M7)	
learning by doing in VET, in a real life situation (e.g. in a company on the labour market or in a virtual situation simulated in the school) (M8).	

Q13. In hindsight, would you have used the same combination of methods again for this group of students? *(skip if not applicable)*

- Yes
- No, I would exclude some of the eight methods
- No, I would include some additional methods

Q13b. Please specify. *(skip if not applicable)*

Did you implement a combination of the FEIGHT methods in another, different class or group of students?

- Yes → Q6
- No → Q14