

INITIAL EVALUATION REPORT

PRESENTATION OF INITIAL EVALUATION

1. Objectives

- Investigating the students' development needs;
- Selecting the work groups according to social, educational and motivational needs.

2. Methodology

A. Participants in the study: students from Colegiul Tehnic de Industrie Alimentara "Terezianum" Sibiu

B. Study methods

- questionnaire
- interview

C. Instruments : ERASMUS + Questionnaire

D. Procedure

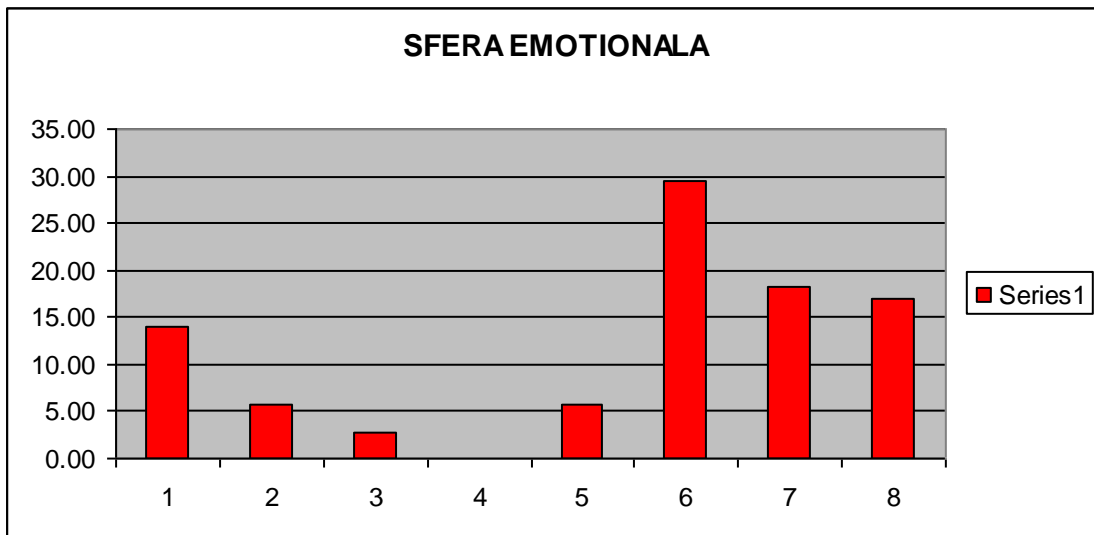
- The class teachers have been handed the questionnaires in order to identify the students with social, educational and motivational needs.
- The questionnaires have been filled in by the class teachers together with the school counsellor for each identified student with social, educational and motivational needs.
Total number of students: 98.
- The students have been interviewed in order to identify their options for choosing one of the various proposed activities;
- Each activity has been recommended individually according to the students' social, educational and motivational needs.

- **3. Analysis of the questionnaire results**

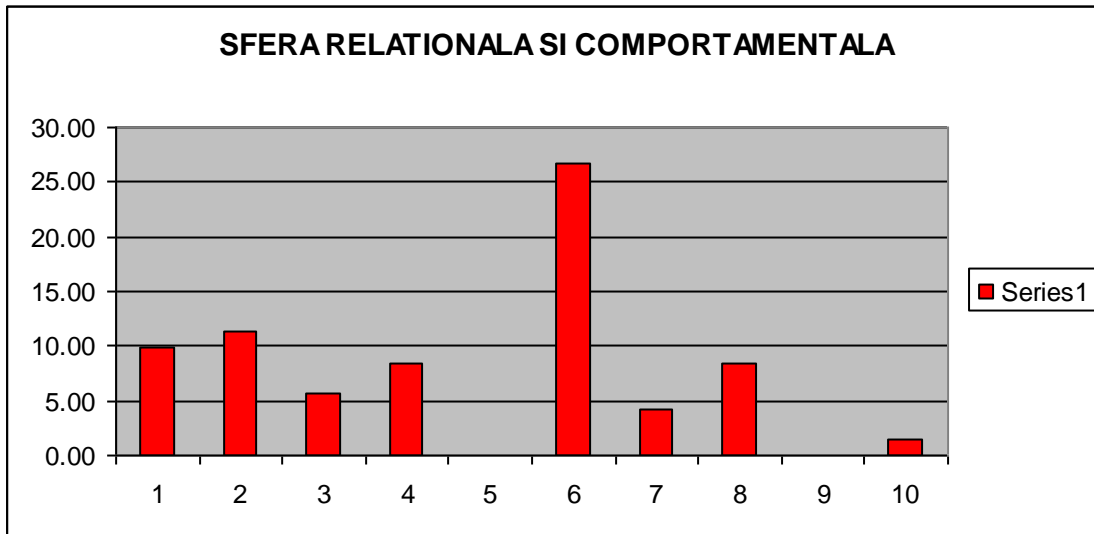
- After the questionnaires have been completed and the answers have been centralised, an image of the percentage distribution of answers for each item (Appendix 1) and each dimension has been obtained. The table below contains the distributions of dimensions.

Dimension	Relational and behavioral field	Development field	Emotional field	Social field	Environmental field
Percentage	74.65	50.70	97.18	29.58	42.25

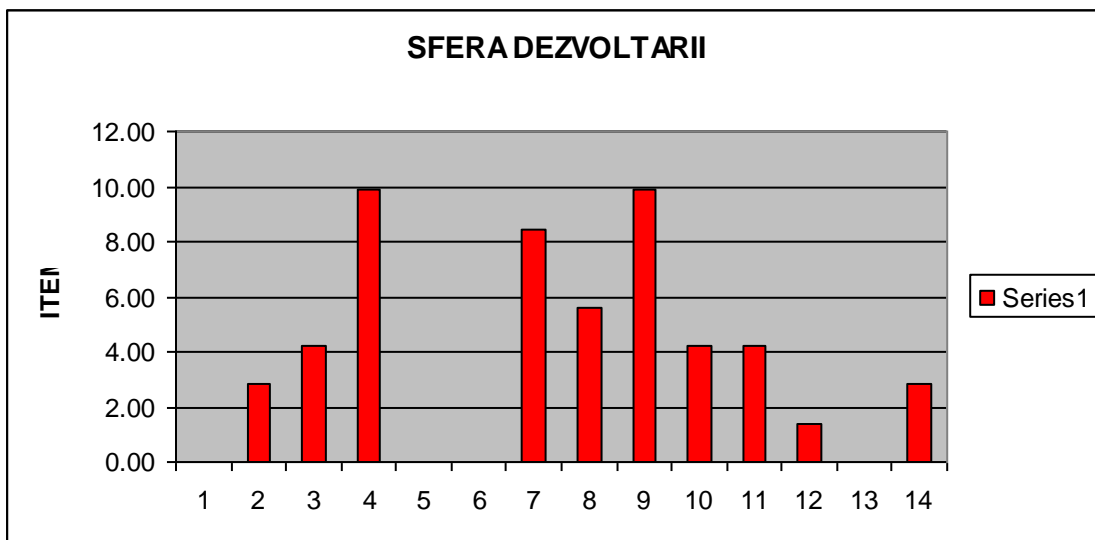
- It can be noticed that most identified students from the college have needs concerning their emotional development, related to: difficulty in speaking in front of a group (Item 6), the habit of blaming oneself (Item 7), and abandoning a commitment after first difficulty (Item 8).



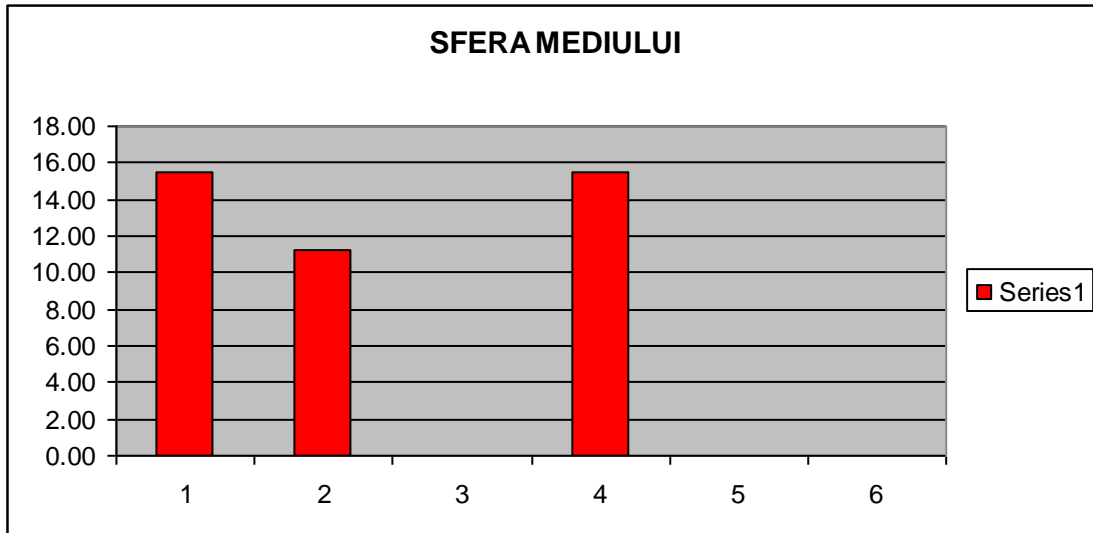
The identified needs concerning the relational and behavioral field are related to obeying rules (Item 6) and the lack of models for positive integration within the group (Item 1,4).



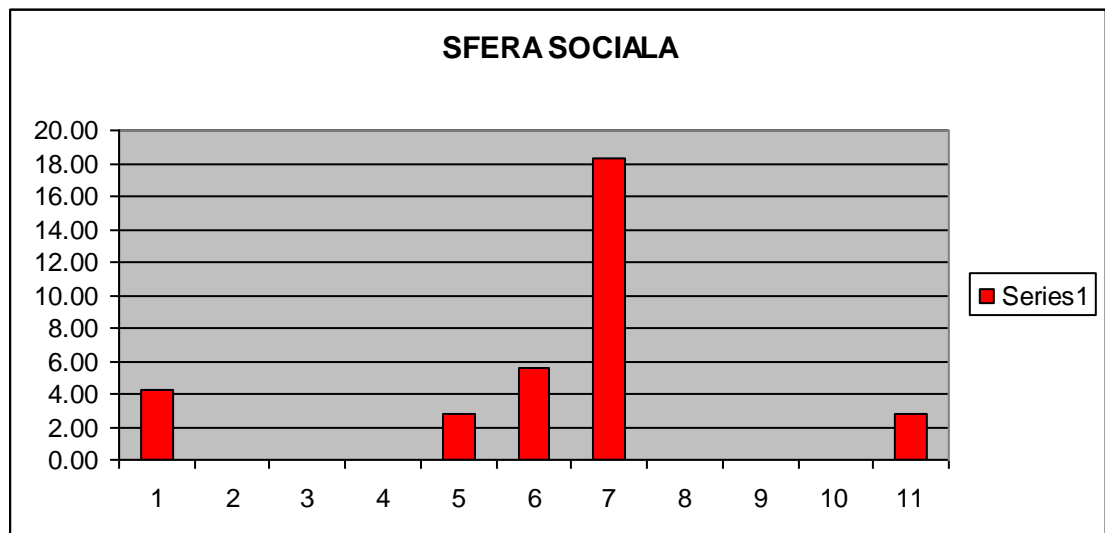
Concerning the development field, we can notice again the difficulty in obeying rules (Item 9), difficulties in focussing and maintaining attention on the assumed task in order to be achieved (Items 4, 8, 10).



Almost half of the identified students from the college come from deviant, disadvantaged family environments, from dysfunctional families with a low socio-economic status.



The main need identified from the social field shows the students' cooperation difficulties (Item 7), autonomy problems and problems related to organizing their personal belongings (Items 1 and 6).



After analysing the answers to the questions from the given questionnaire, the following conclusions can be drawn:

- The main needs identified are integrated in the emotional field, and are especially related to assuming personal commitments and within the groups (97%);
- There is quite a big percentage of instructional needs in the relational field, especially developing the skill of obeying the rules and behavioral norms within the group;
- The needs concerning the development and social fields refer again to the difficulty in obeying rules , the need for positive interactive models within the group;

The students were informed about the possibility to take part in a number of activities for their personal development:

- Dancing/sports courses in order to facilitate the acquiring a system of simple, easy to understand and follow norms, based on which students can exercise their self-discipline, but also to offer them the possibility of practising positive interactions within the group;
- Cooking courses in small groups in order to practise a system of norms necessary for integration into a work team.

Both activities will develop the students' emotional competencies by providing opportunities of giving/getting emotional support, practising the modalities of emotional self-adjustment, practising the modalities of cooperation within the dance/sport or cooking groups.

- Entrepreneurial courses, offered especially with the aim of visualising the personal route, but through the suggested activities students can also acquire systems of norms related to business organization, and opportunities for developing the students' competencies of positive integration within the group are also offered.
- The personal development courses offer organized contexts for practising the skills of giving/getting models of emotional expression, emotional self-adjustment, the skills of efficient cooperation within the group, as well as identifying their personal interests in view of establishing their personal development plan.

Following the individual interviews for selecting the work groups, the students were given the possibility to enrol in at least one of the above activities.

After analysing the students' options, the following were noticed:

- 91% of the students with relational and behavioural needs related to difficulties in obeying the rules and of integration into group have chosen the dancing/sports activities.
- 78% of the students with cooperative and commitment needs have chosen the cooking courses;

- 65% of the students with emotional needs have chosen the personal development courses;
- 56% of the students have chosen more than one course, most of them have chosen the dancing and personal development courses;
- The groups for the entrepreneurial development course are the most heterogeneous from the point of view of identified needs.

Conclusions and improvement suggestions

Appendix 1

DIMENSION	Percentage Item -	PERCENT AGE -Total	
RELATIONAL AND BEHAVIORAL FIELD	9.86	74.65	
	11.27		
	5.63		
	8.45		
	0.00		
	26.76		
	4.23		
	8.45		
	0.00		
	1.41		
DEVELOPMENT FIELD	0.00	50.70	
	2.82		
	4.23		
	9.86		
	0.00		
	0.00		
	8.45		
	5.63		
	9.86		
	4.23		
	4.23		
	1.41		
	0.00		
	2.82		
EMOTIONAL FIELD	14.08	97.18	
	5.63		
	2.82		
	0.00		
	5.63		
	29.58		
	18.31		
	16.90		
SOCIAL FIELD	4.23	29.58	
	0.00		
	0.00		
	0.00		
	2.82		
	5.63		
	18.31		
	0.00		
	0.00		
	0.00		
	2.82		
ENVIRONMENTAL FIELD	15.49	42.25	

	11.27		
	15.49		