ELT + V

EMPOWERING LANGUAGE TEACHERS INCLUDING NON-SPECIALIST VOLUNTEERS

Evaluation and Quality
Final Report

Wisamar Bildungsgesellschaft gemeinnützige GmbH

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1. INTRODUCTION

This report lines out the Quality Management and Evaluation results during the lifetime of the 2020 Erasmus+ project *Empowering Language Teachers and Non-Specialist Volunteers.*

This report will elaborate specifically the results of the evaluation of the following actions:

- ➢ Transnational Partner Meetings
    - o Kick-off meeting - 09. + 15.12.2020 - Online
    - o 2nd Transnational Partner Meeting – 07. + 08.10.2021 – Lecco, Italy
    - o 3rd Transnational Partner Meeting – 04. + 05.04.2022 – Reus, Spain
    - o Final Transnational Partner Meeting – 26. + 27.10.2022 – Piraeus, Greece
- ➢ Trainings
    - o Short-term joint staff training C1 – 08. / 10. + 12.02.2020 – Online
    - o Short-term joint staff training C2 – 04. – 07.10.2020 – Lecco, Italy
- ➢ Intellectual Outputs
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- ➢ Final Management Evaluation

2. EVALUATION GOALS

The aim of the monitoring activities was a continuous and sound project evaluation that supports the project's activities and ensures the high quality of the outputs. Additionally, it aimed to establish a support mechanism for the project management to ensure smooth cooperation between the partners and successful implementation of the project.

Quality is partly defined through the project's impact but should also extend to relevance, efficiency, effectiveness and long-term sustainability. Therefore, the plan aims to facilitate quality management on two levels: process (smooth and timely implementation of the project) and progress (achievement and quality of the produced results / intellectual outputs). This maximised the effectiveness, and possible weaknesses were identified early so that it was possible to modify the processes accordingly to ensure successful implementation.

The project was evaluated internally through self-assessment of the partners and externally through the feedback collected from stakeholders. This was to ensure excellence regardingted outcomes and meeting the needs of stakeholder groups and target audiences.

3. EVALUATION PROCEDURES AND RESULTS

Overall Approach

Based on the Quality Assurance and Evaluation plan formulated by Wisamar educational institute at the beginning of the project and approved by the partnership, the quality monitoring and evaluation of the project activities and outputs happened through a PDCA circle - Plan (development), Do (implementation), Check (evaluation), Act (review). Continuous monitoring of the project management process provided an early-stage-warning system, ensuring we stayed on track and were satisfied with the project results. Following the Quality Assurance and Evaluation Plan, during the lifetime of the project, the other three steps of the cycle are repeated about the development of the project results to check the progress regularly and improve the overall project management and the results.

The project evaluation includes the following:

- An assessment of the extent to which the project aims have been met

- Project success factors and lessons learnt

- Identification of areas of concern or under-achievement and suggestions for improvement

- Examination of processes and project outputs, including the satisfaction of the target groups with them

- Examination of partner communication and cooperation as well as their satisfaction concerning these points.

Feedback was collected with the help of questionnaires and in discussions with partners and key staff.

The Quality Assurance and Evaluation procedures were discussed frequently among the partners in the online meetings to ensure continuous evolvement and appropriateness of the measures.

Evaluation of Transnational Meetings

The evaluation plan foresees the evaluation of the transnational partner meetings. Due to the pandemic, the Kick-off meeting was implemented as a two-day online meeting in December 2020. Consecutive bi-monthly meetings have been taking place online as well. Luckily, for our 2nd Transnational Meeting partners were able to get together for a face-to-face meeting in Lecco, Italy in October 2021. The 3rd Transnational Partner Meeting took place in Reus in Spain in April of 2022. For a Final Transnational Partner Meeting,

partners met in Piraeus in Greece in October of 2022. All meetings were evaluated by the partnership through an online questionnaire that required feedback on the effectiveness, structure, content and collaboration, with the goal that gathered data could support a continuous improvement process of the partner meetings.

For the evaluation procedure, the partners were asked to answer a questionnaire which considers the following indicators:

- • Relevance of agenda and themes addressed
- • Organisation and planning of meeting
- • Adequacy and appropriateness of dates and duration
- • Achievement of meeting objectives
- • Extent of contribution from partners
- • Clarity of roles and tasks

Kick-off Meeting

The questionnaire contained sections on all of the above topics and was shared with the partnership via an online tool after the two-day meeting. 8 respondents answered the questionnaire. The participants were able to rate their consent to the presented statements and give open feedback to the topics mentioned.

Generally respondents answered on the scale from 5 to 1 (applies fully to does not apply at all) exclusively with 4 and 5 (mostly 5). All respondents agreed that the agenda covered all necessary issues and topics. The project goals were perceived by everyone as clear. The organisation and planning of the meeting was evaluated as successful. There was clarity of roles and tasks and the overall communication in the online meeting was was rated positively.

In the open feedback the mode of the meeting being online was commented by various respondents. One partner expressed the longing for "the ability to meet in person" and another partner also commented on their regret that the meeting could not take place in person, but also stressed that EdEUcation compensated this shortfall by their ability to provide a motivating start nonetheless:

"A virtual meeting can't substitute a real meeting to kick-off a project. Nontheless it was a very motivating start. Thank you, EdEUcation!"

Another respondent argued along the same lines:

"The crucial part of a kick-off meeting which is to establish a positive personal relationship was perhaps not as good as in a physical meeting, but the motivation, mutual respect and professionalism are there. Hopefully the next meeting will be a physical one."

2nd Transnational Meeting

Due to the slightly milder pandemic situation in autumn of 2020, partners were able to meet face-to-face for a two-day meeting in Italy, following the C2 Training. The meeting was organized by Italian partner Les Cultures to everyone's satisfaction, the planning and organisation was rated with 96,67%. One respondent specified: *"The facilities were excellent, everything was very good organised."*

The approval of the agenda also lies at 96,67%, having covered all necessary issues and topics. One partner made a remark on the efficiency of the partnership by commenting:

"The agenda was flexible in order to cover the training as well, but I think in the end we managed to cover everything. It's easy to work with such committed partners."

The overwhelming majority with 96,67% also considers the upcoming tasks and roles as clear. One respondent commented:

"I think all partners are fully aware of what the next tasks are and have a clear vision of how to make it happen. As always, we will discuss and exchange in the upcoming months over details."

One respondent expresses the need for more information on the upcoming tasks:

"I would like to learn a bit more regarding the evaluation of the piloting that is coming up the next months, the monitoring and the observation processes since the trainees are asking already."

This need was subsequently put on the agenda of the online follow-up meeting and addressed thoroughly.

The overall communication and collaboration was evaluated in the next question and rated with 4.83 of 5 points. Communication was evaluated as *"positive and constructive"* and the partnership in general was seen as *"one of the best partnerships I have been in"*.

3rd Transnational Partner Meeting

On the 4th and 5th of April 2021 project partners got back together for a transnational meeting, hosted by Spanish project Partner Open Europe in Reus. All partners were represented, which allowed for a smooth continuation of open tasks. The online questionnaires was completed by 6 project managers from all partner countries.

The questionnaire started off with a question on the agenda and whether it was considered to cover all necessary issues and topics. All respondents fully agreed that this was the case with 100% answering with 5 out of 5. One respondent mentioned that partners even *"did more than planned, so nothing additional comes to mind"*.

The next question – *"I have a clear view of what tasks are coming up for me"* - also met 100% approval by respondents with respondents confirming: *"We have a clear division*

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of tasks, a timeline and clear understanding of all work ahead." And *"Future tasks and deadlines are clear"*.

The next section referred to how successful the overall communication between partners was during the transnational partner meeting. 5 respondents answered with 5 out of 5 and 1 respondent with 4 out of 5, resulting in an approval rate of 96,67%. Project managers elaborated in the follow-up open questions, confirming the successful collaboration and cooperative spirit:

"There was a great discussion with all partners participating equally. There was barely any need to lead the meeting by the coordinator, the communication flow was natural and effective."

and

"Good working atmosphere, good communication, great partnership!"

Regarding the organization of the meeting and its efficient conduct, all partners were totally satisfied with 100% rating 5 out of 5. Further explanation include thanking the Spanish host partner Open Europe and the following elaboration: *"The hosting team were incredibly well organised before and during the meeting. Nothing could be done better! Big thanks to Ana, Elena and Annia and the rest of the supporting team."*

Overall the Transnational Partner Meeting was rated overwhelmingly positive with partners being highly motivated to enter the last phase of the project implementation. Respondents stressed the teamwork spirit and fruitful progress of project activities and results.

Final Transnational Partner Meeting

On 26th and 27th of October 2022 partners got together for a Final Transnational Meeting, discussing all open tasks and remaining activities before the end of the project. A questionnaires was digitally in the days after the meeting. 7 project partners submitted an evaluation questionnaire regarding the planning and implementation of the meeting.

For the first question on how satisfied they were with the planning and organisation of the meeting, 5 partners rated 5 out of 5 and one respondent 4 out of 5. One respondent mentioned that *"the organisation was very smooth"*.

Secondly partners got asked if the agenda covered all necessary issues and topics. All respondents confirmed that this was the case. Equally all partners declared to have a clear view of what tasks are coming up in the last phase of the project (100% rating 5 out of 5).

All partners were satisfied with the overall communication between partners during the Transnational Partner Meeting with one respondent rating 4 out of 5 and all others 5 out of 5.

Training C1

The first training, that was conducted online in form of a two-day workshop was attended by two participants per partner organisation. The training resulted in a framework for IO1.

The evaluation questionnaire was shared digitally with all participants after the training. Everyone who participated took the opportunity to give feedback.

Everyone agreed that the workshop was organised and managed well with 73% giving 5 out of 5 points and 27% giving 4 out of 5. For the quality of the collaboration of partners the same ratio applies.

One partner elaborated about the mode of the meeting with sharing specific ideas for improving:

"There were limitations due to the lack of Face to Face interaction. It may be useful to use the 'rooms' facility on Zoom to have small group discussions which then feeds back to the whole group."

Regarding the development of the framework for IO1, the elaboration of the content was overall considered successful by participants with 8 giving a rate of 5 out of 5, 2 giving a rating of 4 and one participant giving a rating of 3. One respondent demands a follow-up on the development of module 5 on assessment for learning as this appears to be an often neglected issue in language learning for adults.

The structure, that was developed in the workshop was rated as successful by all participants with no further comments.

As for upcoming roles and responsibilities, despite the rating being mostly 4 and 5 out of 5, there were insecurities expressed in the open feedback. This issue was shared with the project lead after the analysis of the questionnaire and addressed thoroughly in the next online meeting. In another comment a collaboration between two partners regarding their module development was suggested, which was also addressed in the following meeting.

In general the feedback expressed in the questionnaire was positive:

"We achieved our objective and all partners collaborated in a very effective way. I am happy with the result."

"Happy to have this partnership, everyone seems keen on the topic and commited."

"A in-person-meeting would have been great and more effective, but for an online workshop it was extremely efficient."

Training C2

For the four-day training of volunteers and teachers of asylum seekers and refugees, that took place in Italy in October 2020, we conducted a two-fold evaluation. On the one hand the trainers filled-in an online self- and peer-assessment questionnaire after the training. On the other hand participants of the training were asked to evaluate each module separately in order to get specific feedback for the individual trainers and their training programme.

The organisation and planning of the training was overall considered successful with an average rating of 4.83 out of 5.

One respondent summarizes the experience from training side: *"The training was interesting, open-minded and ideal to learn about other ways to do the things."*

The rating on specific aspects of the training turned out high as well with 4.5% on the content chosen by the partners, 4.33% on the delivery of the modules and 4.83% on the active participation by the participants out of 5 possible points.

In the open feedback constructive self- and peer-criticism will help us to improve our training provision for the next round of training:

"more interaction, less slides on presentations"

and

"expand the training in more hours in order to have more time for activities".

In regards to the participants' evaluation of the training activity we received 15 feedback forms with overall very positive ratings.

The content of all modules was rated by almost all participants as very relevant (83,3%) or partly relevant.

One participant remarked that for some low threshold provision assessment is an issue as language learners might not attend classes regularly.

The presentation and delivery also got evaluated as very suitable (89,4%) with similar remarks as the trainers' wishing for *"more discussion, interaction"* in one particular module.

The activities conducted in the training were also welcomed by an overwhelming majority with positive feedback:

"I loved having the activities as a part of the lesson, because without them it would have been more difficult to fully understand the importance of the quality of the feedbacks."

and

"Loved the activities. Especially the 2 circle activity."

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Everyone attested the usability of the training content for their teaching context, mostly fully, some partly as confirmed by the statements below:

"It was great to have real examples of activities to re-use in classroom."

"I will adapt the methods to new learners."

"Group work on how to plan for an inclusive lesson was excellent."

The complexity of the teaching content was considered by the wide majority (85%) as just right. Regarding this issue there were similar concerns shared as by the trainers. It was suggested to reduce the content in order to dive in deeper.

Participants also had the chance to include improvements and suggestions for what to add to the training content, that were carefully considered by the trainers and included into the finalized drafts of their training modules.

Overall the training was a great success. On the one hand it gave the partnership the opportunity to assess their developed content against the demands of the target group. The evaluation process delivered useful feedback, that helped to improve the provision.

On the other hand there were clear benefits for the participating language teachers and volunteers. Apart from the professional input, there was also plenty of opportunity for exchange and networking, that will enhance not only the participants' competencies, but also their motivation and commitment in teaching. Last but not least for many of the participants the training was their first contact with Erasmus+ projects and they got insight of the opportunities for live long learning those can provide. Since the training in October several participants got back to partners in order to stay informed about other projects and their results that could prove valuable for them.

The training ended with a self-evaluation session that had participants brainstorm on the learning objectives they reached during the training.

At the end of the training the participants were able to:

- Identify their target group in order to meet their needs
- Develop sensitivity about the personal and cultural background of our students
- adapt language teaching content to their target group
- motivate migrant learners using engaging activities and games
- create a safe, inclusive and positive learning environment
- apply assessment and peer assessment tools and give constructive written and oral feedback
- create interesting and relevant lesson content
- Understand the essential elements of instructional strategies

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Furthermore participants could improve their English skills, both conversationally and academically. They got introduced to ICT tools for language teaching to make lessons more interactive and suitable to learners' needs. They trained their competences regarding lesson organization and management and got to know tools to do so systematically. Participants strengthened their social skills in the teaching context.
All participants received a Europass certificate stating their reached goals.

Evaluation of Intellectual Output 1: A scheme of work and draft modules for the training of the target group

In order to create a valuable resource for language teachers and non-specialist volunteers, the project partners developed a questionnaire to identify the demands of the target group of teachers, but also of their learners. Therefore partners reached out to relevant actors in their partner country and distributed the questionnaire. 98 teachers and 29 students answered the questionnaire. The results revealed to us topics that need to be addressed by our training modules on order to deliver a valuble provision.

On that basis, we came together in training C1 to analyze the results and identify topics for IO1. In our two-day workshop we collaborated on key issues for the identified topics and benefitted of all partners' input on the content. Experiences, successful methodologies and best practices were exchanged in order to custom tailor the content of the modules.

In the following weeks the partners drew up one module each. In between this period we got together twice in online meetings to share the progress and bring up anything uncertain or unclear. In those meetings the drafts were discussed and partners had the chance to give constructive feedback. Some modules had to be distinguished from each other and fine-tuned into a certain direction in order not to have overlaps.

After the finalization of the modules each partner peer-reviewed another partner's module and gave extensive feedback. Partners then had the opportunity to modify their moduls in regard to the feedback.

In the further process, the content of the modules will also be reviewed by the target group by an online questionnaire.

1ST TRAINING COHORT

In the weeks following up to the C1 training in Italy, training participants were asked to assess the modules, they got introduced to in the training, in a more thorough fashion. The English language modules were shared with them digitally and they were provided an online questionnaire to be submitted by them after testing parts of the module with their learners.

39 respondents from all partner countries submitted feedback. Even though they could choose deliberately, which activities to test, depending on their context, there was a great variety of activities tested.

The context, the activities were tested in with language learner covered a great variety. Testing groups were on average between 5 and 12 students. Trainers mentioned the following background of their learners: Ukraine, Morocca, Nigeria, Algeria, Pakistani, Bengali, Syria, Afganistan, Somalia, Kongo. Some of the learners are enrolled in regular language courses of different levels and get additional support in informal settings, some are just taught informally.

The results were collected module-specific, so that partners could take the feedback and improve parts of their modules if necessary.

MODULE 1

For module 1- GETTING TO KNOW THE TARGET GROUP AND THEIR NEEDS trainers tested 7 different activities. First, they described the setting, in which they would conduct the activities, which made obvious that the activities of module 1 are suitable for absolute beginners as well as for advanced learners. There were refugees, but also regular migrants among the testing cohort, which shows the flexibility of the provided material. Trainers were asked to indicate if and how they had to adapt the activities in order to make them work in their context. Have of the trainers did not have to, the other half adapted the activities slightly, e.g. by translating some key words into their first language or by including pictures in some activities. Then trainers were asked to describe the effect that the activity had on the students. The activities were received extremely well by the learners. Some trainers detected a certain degree of shyness and restraint at the beginning of the implementation, which was then replaced by enthusiasm and cooperation: *"They engaged completely in the activity, although at first, they were a little shy. However, they realized that it was a good way to know each other and quickly decided to do it."* Trainers pointed out, that learners gained a lot through the activities. Sharing about their cultural background and their cultural identity strengthened their confidence and built a supportive group dynamic, where diversity is cherished:

"It gave them great confidence, Especially by proceeding very slowly step-by-step. They gained confidence in introducing themselves and clearify some incertainties about the phrases."

"They seemed to realise for the first time in their lives that they can speak many languages. It was also a really good opportunity to come closer to each other and foster the teambonding."

The learners' feedback to the activities as described by their trainers confirmed the success of the activities. The activities clearly increased the learners' comfort in the

classroom which is essential for creating a constructive learning environment. One trainer expressed that learners with only few language knowledge got frustrated, when not being able to share what they wanted to share, but finally found a way to navigate the frustration by allowing other languages. Another trainer mentioned, that one learner required a more sensitive setting when sharing personal things, which the trainer was able to facilitate. Overall feedback was very positive:

"The feedback was fascinating, all of them enjoyed the activity."

"Students appreciated that their multilingualism was seen as a value and a hallmark of their identity."

Consequentially all trainers expressed their intention to use the activities again in upcoming lessons: *"I would use it again because it is a way to get to know each other by having fund and also a way to learn to respect differnt cultures."*

MODULE 2

From module 2 – ACTIVE ENGAGEMENT TECHNIQUES INCLUDING CREATING A POSITIVE CLIMATE FOR LEARNING – 11 activities were tested. Trainers applied the activities with groups of learners from various countries, the smallest group being 2, and the largest of 16 learners. Most trainers did not have to make modifications to the activities to use them in their context. Just one trainer with language learners on a beginner level included the option to draw feelings instead of describing them and thereby made it accessible for everyone. In describing the effect on the learners, the trainers acknowledged the great value of the activities for their teaching environment: *"The students feel more safe for their status inside the class."* The activities give opportunity for self-reflection, but also for showing appreciation to their classmates: *"The students showed great interest in their fellow students' drawings and they were excited when they realised the similarities among them."* The activities proved successful in creating an appreciative, respectful and constructive environment which will improve learning substantially, but also enhance learners' wellbeing in their new surroundings:

"In a recent arrival situation, it was an opportunity for them to reflectt on cultural differences related to context and how we perceive ourselves and are perceived by others."

All testing trainers intend to use the activities again.

MODULE 3

Module 3 – STRUCTURING LEARNING INCLUDING PREPARATION, PLANNING AND RESOURCING was tested by 9 trainers. They worked with groups of learners from 4 to 16 learners. Most of the activities could be used by the trainers without any adaptations. One trainer had to accomodate for a group of beginners by adding less text-based tools like numbers or emoticons to communicate. The trainers tried out various ways of

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including their learners into the setting of learning objectives and to make them aware of their motivations for learning. The activities were received well by the learners and the opportunity to be involved in those processes were appreciated: *"The students liked that there was space and time for them to express their needs and opinions concerning the planning of the lessons that they were going to have."* Trainers acknowledged the benefits of involving learners in the process of setting goals, even though it might have been difficult for learners to build that autonomy: *"At first it was difficult for them, but after a while they engaged a lot".*

Besides the opportunities to involve learners in the setting of learning goals, trainers also practised transparency by sharing set learning objectives with the learners: *"The students liked that there was space and time for them to express their needs and opinions concerning the planning of the lessons that they were going to have."* Finally trainers also realised how sharing learning objectives will improve learners' ability to practice self-assessment: *"They liked it a lot and they could also do a self-assessment, by checking if the goals had been achieved."*

All trainers expressed their intention to use the activities again.

MODULE 4

Module 4 – TEACHING AND LEARNING MODELS INCLUDING LESSON DESIGN FOR INCLUSION, LEARNING STYLES, GUIDED LEARNING AND GROUP WORK - was tested by 6 trainers. Most trainers were able to follow the instructions, some minor changes were done to accommodate for the learners' beginner level. The students' feedback to the trainers revealed that the classrooms benefitted from the activities. Learners reflected that the activities were *"building the group relationship and attachement"* and *"found the activities fun"*. Furthermore, the activities enhanced the learners' motivation to learn as they gave them tools to take the learning in their everyday life: *"The students totally enjoyed this activity as the camp is a small community and have many opportunities to practice in what they have learnt during the classes."*

By the activities enhancing inclusion in the classroom, learners felt accepted and supported: *"They felt physical, social, emotional, and intellectual support"*, which is a strong foundation for a good progress.

All trainers intent to use module 4's activity again in their teaching.

MODULE 5

Module 5 – ASSESSMENT FOR LEARNING – was tested by 6 trainers in groups of different sizes. Trainers replied that they adapted details of the activities to make them suitable for their context. In one case a trainer included pictures to support low level learners best. The trainers responded that the activities strengthened the learners motivation as they felt part of the teaching process, which is a big step towards learner autonomy and

taking agency for their direction and success of their learning. Another trainer explained, that the learners developed a growth mindset regarding their own mistakes, accepting those as necessary step towards success and dealing with them and also their peer's mistakes constructively: *"The students liked a lot the procedure of self assessment (in the beginning) and then the peer assessment (presenting each one their traffic lights). They realised that each student during each lesson can learn something or at the same time face difficulties but this happens to everyone and it's not something bad. So they don't feel alone when during the lesson they find sth. difficult to learn it fast."* The trainer's elaboration also reveals that learners could grow respect towards each other while supporting each other in learning, making the progress a group effort, which is an observation, that was also made by another trainer: *"I have noticed they support each other more"*. Trainers also detected an increase in motivation, *"because they know the objectives in advance"*.

All trainers expressed their intention to use the activities again, aiming to constantly improving their practice of giving feedback: *"I will try to incorporate all of those aspects into giving feedback in the future."* Another trainer summarized: *"The lesson is becoming more effective for everyone with good learning outcomes."*

Evaluation of Intellectual Output 2: A finalised set of digitised training resources with case studies, an online handbook and impact report

On the basis of Intellectual Output 1 and the 1st training cohort's assessment, project partners refined their modules to produce the finalised set of digitised training resources. Easy online access, as well as an appealing design, aims at making the project results easily usable for the target group of teachers and volunteers. An easy-to-navigate structure makes it convenient for users to pick single chapters and activities that appeal to them. Further reading recommendations help to dive deeper when required.

2ND TRAINING COHORT

To assess the provisions' progress, project partners involved the second round of trainers in a local training based on the 5 modules. Following the training, trainers were asked to assess the output while teaching migrants and refugees.

The second round of testing was conducted by 31 trainers from all partner countries. Apart from some self-study- and self-reflection activities, trainers were able to test the modules in very diverse settings, ranging from learning groups with women and children to vocational students and professional courses for health care assistants. Groups were often composed of learners with heterogeneous language skills. Some students were

total beginners while other were part of a masterclass with advanced language competencies.

Most trainers responded that they could use the activities without any modifications. The trainers that had to adapt the activities to their context, were very creative in accommodating their learners' needs, which is something that is strongly supported by the project in the spirit of learner-centeredness. Trainers added pictures, movement, activation and warm-ups, were changing up interaction patterns and included a great variety of additional material.

The trainers were asked to report the effects the activities had on their learners. Two teachers could not observe or verify any effect with their learners, the others though made various observations. A few teachers saw how by the activities a positive learning environment was fostered, loosening up the learning atmosphere and evoking positive emotions in the classroom: *"There were some surprise revelations, that made everyone laugh, so it definitely improved the learning climate."*

Teachers also observed that learers were able to reflect on cultural differences and develop more cultural awareness: *"It was an opportunity for them to reflect on context-related cultural differences and how one perceives oneself and is perceived by others."* As groups of learners in the testing settings were composed of learners of very different background, the activities helped understanding, respecting and navigating cultural differences and therefore substantially improving the learning environment: *"The group is large and heterogeneous, composed of women from North Africa, sub-Saharan Africa, and some Eastern European countries. This activity has helped us to get to know each other better in one of the aspects that was most problematic at the beginning of the course, namely time management."*

Furthermore, the activities enhanced learner autonomy and activated learners. Their ability to reflect on their own learning was strengthened and enables them to take agency in their learning process, endowed with purposeful objectives and learner-centred learning paths. This resulted also in a rise in confidence in the learners, that teachers could observe.

Additionally, learners learnt a new mindset towards mistakes and awareness that making errors is part of the learning journey.

For their ability to use the language, learners developed valuable skills through action-oriented activities: *"It had a very good effect. Students started to see using the language outside of the classroom like a playful challenge."* They were supported in understanding and using vocabulary in everyday transactions.

Regarding soft skills, learners experienced that their classmates are a great resource for their own progress: *"They learned many things of each other and themselves."* The activities fostered teamwork and cooperation and thus creating a safe and supportive learning environment, where progress can be made.

At the same time learners experienced a confidence boost through activities that focused on appreciation for the diversity in the classroom. Especially by activities, that would make multilingualism a subject of discussion: *"The students enjoyed sharing their multilingual background. They felt appreciated for the various competencies. For once they were not the ones who had to learn something, but who were capable of so many things."*

Regarding what soft skills were trained by the activities, one teacher responded: *"By the end of the lesson, the students seemed to have developed attitudes and values such as empathy, caring, sensitivity towards social issues, feeling, moral issues etc."*

The teachers impression was confirmed by the feedback, they got from their students, which was overall positive: *"Everyone apprecieated it and gave it their full attention. Moreover, the results were positive."* The modules' activities were very well received by learners and met with a high level of motivation: "They enjoyed it, and the activities made them feel good about themselves. It also gave them the opportunity to share emotions that are connected to those languages, but didn't force them to do so, as the focus was on the language."

Teachers unanimously confirmed that they would use the activities again as they helped them to develop their teaching qualities: *"it made me aware of blind spots in my teaching behaviour".* The activities were considered *"helpful for my classroom management"* and helped another teacher *"a lot to reflect how I assess and improve as a teacher."*

4. Management Evaluation

Additionally to the specific evaluation through questionnaires, during each meeting, the partners were encouraged to voice their opinion about processes and progress of the project. That way, the majority of the monitoring was done in direct contact with the partners and feedback could be gathered by Wisamar through personal interaction. This feedback reflected the positive outcomes of the evaluation results described above, as all partners participated actively in the meetings and gave overall positive feedback. The coordinators made sure to encourage the partners to voice any concern or problem at an early stage.

A final management evaluation was conducted in October 2022 to check in with partners' overall satisfaction with the project's results and the project management. 7 project managers submitted the online questionnaire.

For the first question *"How satisfied are you with the overall project management in the 2nd year of the project"* respondents were asked to answer on a scale from "1" (not satisfie at all) to "5" (very satisfied). One respondent answered with "4" and 6 with "5". One respondent replied: *"Coordinators did a great job in leading us partners efficiently"*.

For the second question *"How satisfied are you with the time management and setting of deadlines"* partners expressed overall satisfaction with 2 rating with "4" and 5 participants rating with "5".

All partners were very satisfied with the collaboration of the partners in the project, resulting in 100% approval. One partner responded: *"I would like to say, that this partnership was really collaborative and successful. Distribution of tasks went really smooth and partners supported each other, whenever necessary."*

In the last question partners had the chance to espress their satisfaction with the produced outputs. All partners were satisfied with 2 respondents rating "4" and 5 rating "5". One partner explained: *"I think the outputs are really useful and they are super helpful for future use with the target group. For us it really fills a void in provisions for volunteer teachers. I also think, that the design of the finalised product is really appealing and makes it super easy to use. We can be proud of the final outcomes!"*

5. EVALUATION TOOLS

- Online Questionnaire for Kick-off Meeting Evaluation
- Online Questionnaire for Training C1
- Online Questionnaire for 2nd Transnational Partner Meeting and Training C2
- Questionnaire evaluating Training C2 by participants
- Online Questionnaire of Testing 1st Training Cohort
- Online Questionnaire for 3rd Transnational Partner Meeting
- Online Questionnaire of Testing 2nd Training Cohort
- Online Questionnaire for Final Transnational Partner Meeting
- Final Management Evaluation

6. SUMMARY

The project EMPOWERING LANGUAGE TEACHERS AND NON-SPECIALIST VOLUNTEERS aimed at providing resources for teachers and volunteers teaching the home language to asylum seekers and refugees. The results of the evaluation measures confirm that the

partnership accomplished to produce valuable tools for their target group. Both intellectual outcomes as well as the trainings were received very well and considered helpful for trained and non-trained teachers to strengthen existing and develop new skills. Teachers were motivated to concentrate on the target group in order to meet their needs and to consider their needs and their background when making teaching decissions. They developed skills to adapt teaching content to their target group on order to facilitate learner-centred lessons. Furthermore, teachers learned how to create a safe, inclusive and positive learning environment, that can motivate learners, activate and engage them in order for them to develop to their full potential. The modules succeeded in equipping teachers with intercultural sensitivity and tools to create a climate for cultural awareness and respect for each other.

The questionnaires that were conducted within the target group of teachers showed that the content developed by partners to be conducted as self-reflection activities or with learners in the classroom context provide some qualities that make them particularly valuable for migrant learners.
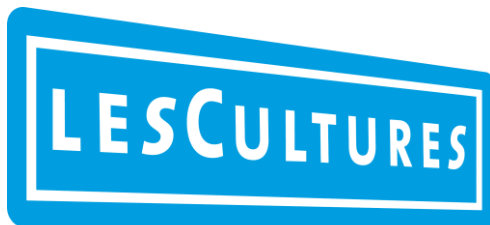
- The activities are very easily transferable to all kind of teaching settings, learners, backgrounds and teaching situations, as proved by the two testing rounds, where activities were tested with a wide array of learners.

- The activities are very well suited to evoke a positive learning environment where diversity is appreciated.

- The activities build learner-autonomy and therefore encourage learners to take agency for their own learning progress and success.

- The activities foster action-orientated learning that allows learners to take the learning out of the classroom and into their everyday lives.

Regarding the partnership, the meeting and management evaluations show that partners worked with great appreciation for each other's competencies and contributions. EdEUcation as the project lead directed partners well into producing quality outcomes from our first session on the outcomes' structure until the concluding transnational meeting.

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