



Quality and Evaluation Report Cycle

1/IO1

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1. Introduction

The CEPNET project works with children and teachers in primary school settings with the aim of introducing them to new approaches in relation to promoting empowerment and self-activation within the classroom. As part of this project, the students get a chance to carry out self-directed project-based activities, looking at issues in their lives that connect them to the UN's sustainable development goals (SDGs). They discuss and debate these issues and then carry out research projects on topics that motivate them. They then present their findings to a wide range of different audiences. This may include members of the school community, as well as members of the wider community.

The methodology to be used during CEPNET is based on a prior Horizon2020 project¹ and takes up the learnings made with the objective of redesigning and adapting the findings to transfer them to the specific context of primary schools. In CEPNET two research cycles are carried out, which include the phases of (1) preparation, (2) social (online) dialogues, (3) research and exploration as well as the (4) presentation of the developed projects. These cycles are framed by the development and use of the intellectual outputs IO1 (CEPNET Handbook), IO2 (Online Dialogue Guide) and IO3 (Teacher Training Guide).

The present report evaluates CEPNET Cycle 1 which took part between February and June 2021 in the four participating countries respectively schools in Austria, Ireland, Italy, and Northern Ireland.

¹ H2020 Ref. 727066: WYRED (netWorked Youth Research for the Empowerment in the Digital society)

2. Methods

2.1 Design and Research Questions

The evaluation of cycle 1 involved the stakeholder-groups of students as well as teachers and parents. We used questionnaires (see chapter 5) with simple closed and open questions - the latter to provide more detailed explanations of the participants' quantitative data.

Students were asked for their perception of and the general satisfaction with the CEPNET project. The questionnaire for teachers mostly focused on their perceptions of the CEPNET approach, respectively its four phases. Further, on the engagement of the students and their perceived development of the students' competences. The focus of the questionnaire for the parents was on the level of information given to them about the involvement of their children in CEPNET, their level of support for their children and their presence at the events of the project presentations at the end of Cycle 1 projects.

2.2 Sample

185 students participated in Cycle 1 of the CEPNET project. In total 158 students answered the questionnaire, which equals a return rate of 83%. Out of the 19 teachers participating in Cycle 1, 16 teachers from the CEPNET school partners SZ-ZIS 17 (AT), Dublin 7 Educate Together National School (IRL), Istituto Comprensivo Poppi (IT), St. Ronan's Primary School Recarson (NI) answered the questionnaire (return rate: 80%). Also, 40 parents filled in the questionnaires.

Out of the 238 students, participating in Cycle 2, in total 197 students answered the questionnaire, which makes up a response rate of 79%. 24 teachers took part in the project and out of them 20 teachers from the CEPNET school partners SZ-ZIS 17 (AT), Dublin 7 Educate Together National School (IRL), Istituto Comprensivo Poppi (IT), St. Ronan's Primary School Recarson (NI) filled in the questionnaires. This is a return rate of 81%. We further got answers from 74 parents.

3. Analyses

3.1 Students

3.1.1 Inclusion

Out of the 158 students participating in the survey 131, which equals 82,91% felt included in the groups. 21 students (13,29%) felt only partly included, 6 (3,80%) did not feel included.

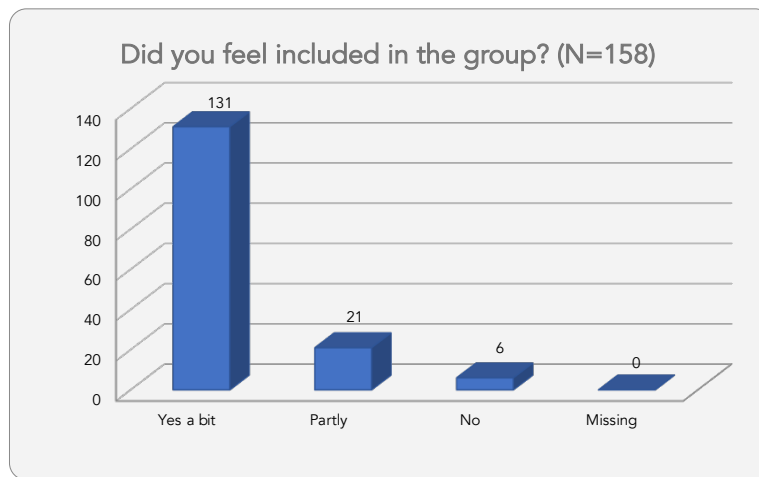


Figure 1: Inclusion perceived by students

3.1.2 Having a Say

Figure 2 shows that 77,2 2%, which equals 122 of the students, stated that they had their say in the project. One fifth of them indicated that they felt partly included in their groups (20,25%) or did not feel included (1,90%).

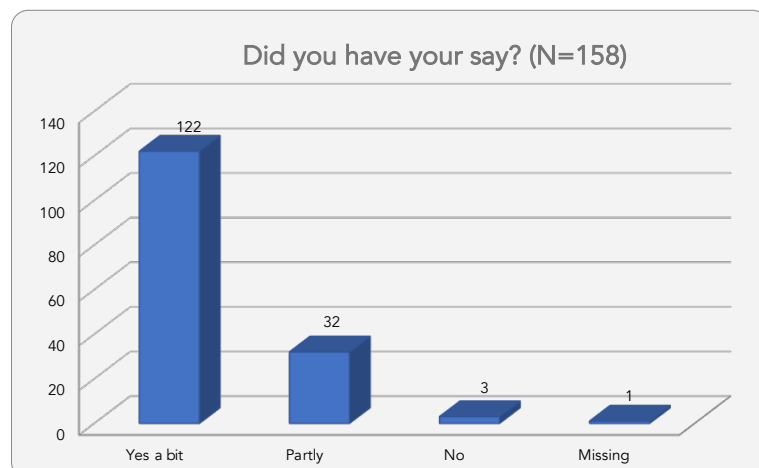


Figure 2: Students' perception of having a say

3.1.3 Discussions

The discussions in class helped two thirds of the students (64,56%) to understand the topics, whereas this only applies partly to 28,48% of the students. For 5,06% the discussions were not perceived as helpful (see Figure 3).

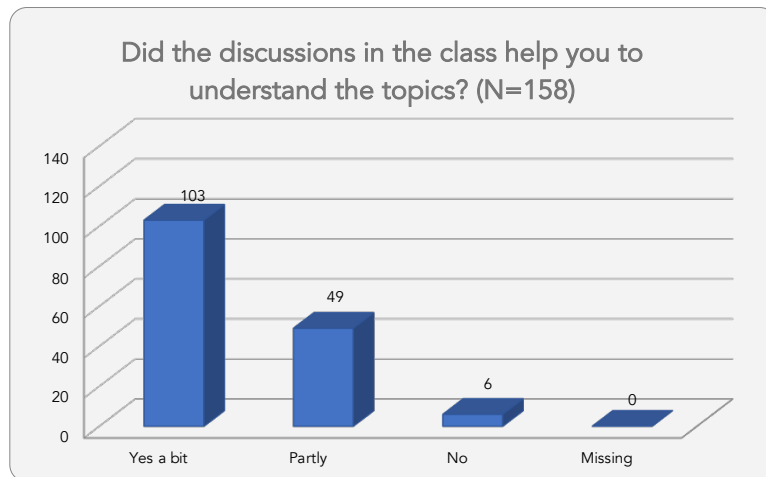


Figure 3: Helpfulness of discussions for understanding the topics for students

3.1.4 Research

Asked the question, if they liked to do their research (see Figure 4) two thirds of them agreed (65,19%) and about one third agreed partly (31,01%) or not (3,80%).

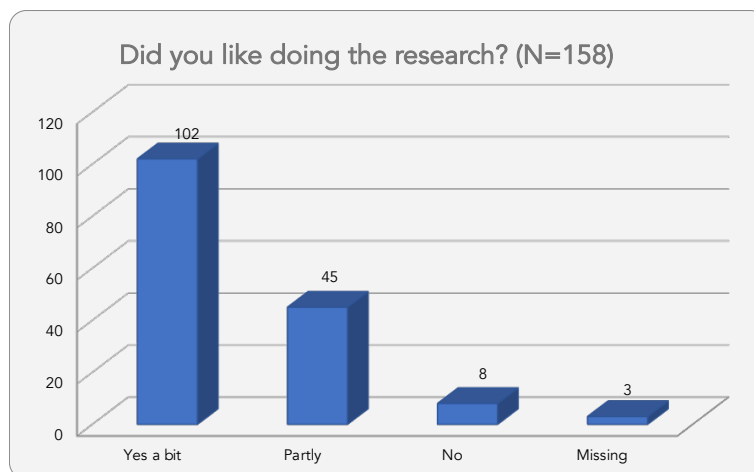


Figure 4: Evaluation of the research activities by the students

3.2 Country Details

In the following, country specific data is presented for the schools in the partner countries to enable the facilitators to evaluate the results in detail and, if given, to find starting points for further development.

3.2.1 SZ -ZIS17 (AT)

Q1: Inclusion

In Austria 59 students participated in the survey. Out of them 69,49%, 41 students felt included in the group, 14 (23,73%) answered partly and 4 (6,78 %) did not feel included in the group (see Figure 5).

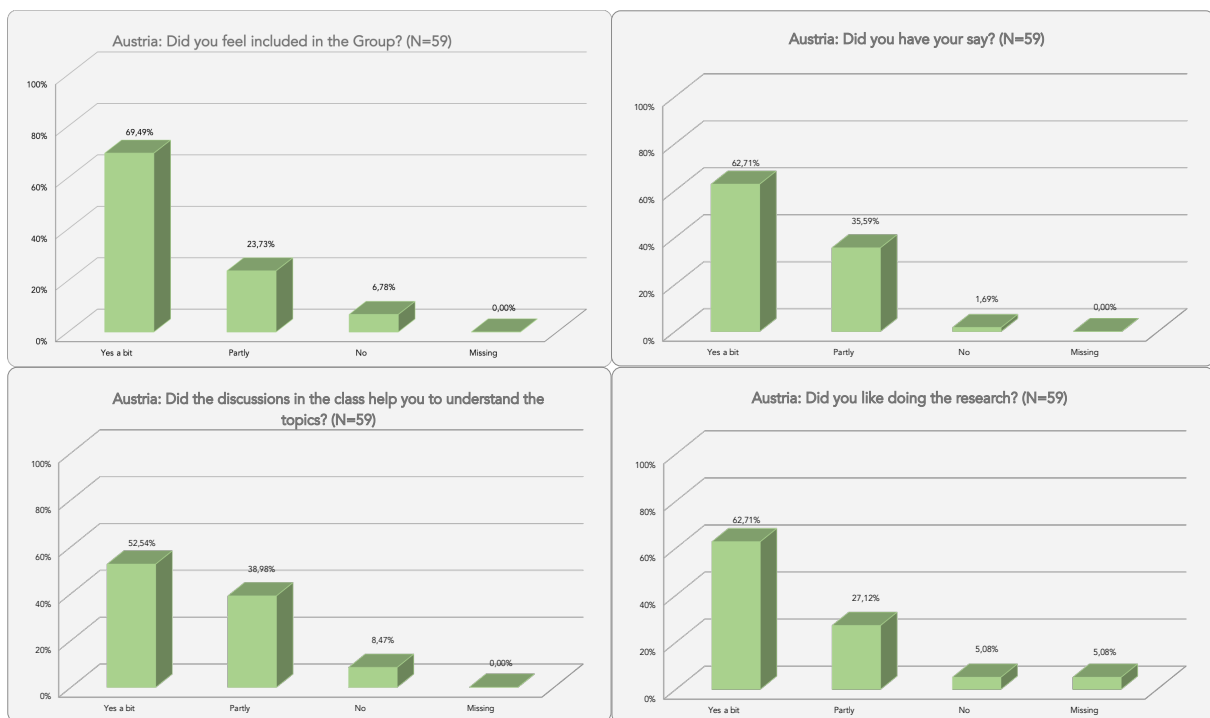


Figure 5: Students' responses in Austria

The answers to the open question from the students who felt included mainly address that they liked the project itself and that they enjoyed working together, like:

I find it was very good and cool. S_11

It was cool. S_32

It was fun. S_33

Yes, we did a lot together. S_43

We did it in the group and it was fun. S_50

I didn't do much as a group, but I got help from my group. S_36

The students who felt partly included either stated that they have spent little time at school,

Partly, because I was not present at school. S_40

or made less enthusiastic statements, like:

Well, it worked. S_52

Yes, a bit. S_56

Yes, I participated. S_51

The four students, who did not feel included did not answer the open question.

Q2: Have a say

62,71% make up 37 students who had their say, 21 students (35,59%) answered with partly and one student felt she/he did not have a say (see Figure 5).

The voices of the ones who said that they had their say affirm the question ...

I have often reported. S_ 32

Yes, I have talked. S_ 40, S_50

Yes, I could. S_ 51

... or even go farther and describe the aim of having a say in the project.

I was allowed to help decide what and how we do it. S_ 48

From the students who felt partly included, we got the following statements:

Yes, a bit. S_39, S_56

Talked about it from time to time: S_36

I talked too much S_11

As for Question 1 the student, who did not feel he/she had a say did not answer the open question.

Q3: Discussions

The discussions in class helped a bit more than half of the students (n=31) to understand the topics, 21 students (38,98%) said the discussions helped partly and for five students (8,57%) they did not help (see Figure 5).

Clear affirmation of the question can be seen in the open answers of the students, who found that the discussions helped them to understand the topics.

Definitely, yes. S_45

YES! S_18

Yes, I did. S_46

Yes. S_33, S_35, S_38, S_39, S_57, S_58

The statements, of the students who felt, that the discussions partly helped range between an answer that can be interpreted as a "yes"

I do not know, but I think yes. S_36

To statements of partly agreement

Yes, but not all. S_27

Sometimes it helped, sometimes not. S_48 to saying "no".

I do not think so. S_52, S_56

Again, the five students stating that the discussions did not help, did not answer the open question.

Q4: Research

Almost two thirds of the children (n=37) liked to do the research, about one quarter (27,12%, n=16) of them liked it partly, as well as three students who did not like doing research and three who did not answer the question (see Figure 5).

The answers of the students varied. Some just stated that they liked researching in the project or that it was fun.

Yes, I liked to do the research. S_58

Yes, I have. S_28

Yes, I liked to do this, S_38

Yea a bit, S_37

It was real fun! S_32

Some others gave us an insight into why they liked the research, which is that the facilitators were open to questions, because they liked to work in groups, liked to use a specific research method or when the effects of the research met their values.

I was allowed to ask, this is good. S_16

I liked to interview the classes. S_4

I liked to do it because I knew that I help people. S_48,4 S_S49

Yes, I did it in the group. S_44

The statements of the students, who partly liked to do research are as follows:

It was ok. S_52

Well, it worked. S_51

Sometimes yes but also no. S_36

Too much calculation. S_11

3.2.2 Dublin 7 Educate Together National School (IRL)

Q1: Inclusion

Figure 6 shows, that out of the 55 participants in Ireland 89,09 % felt included in their groups (n=49). There were some statements made in the open questions, like

It was great working together after lockdown. S_84

I felt that I was quite included. S_98

I was included. S_107

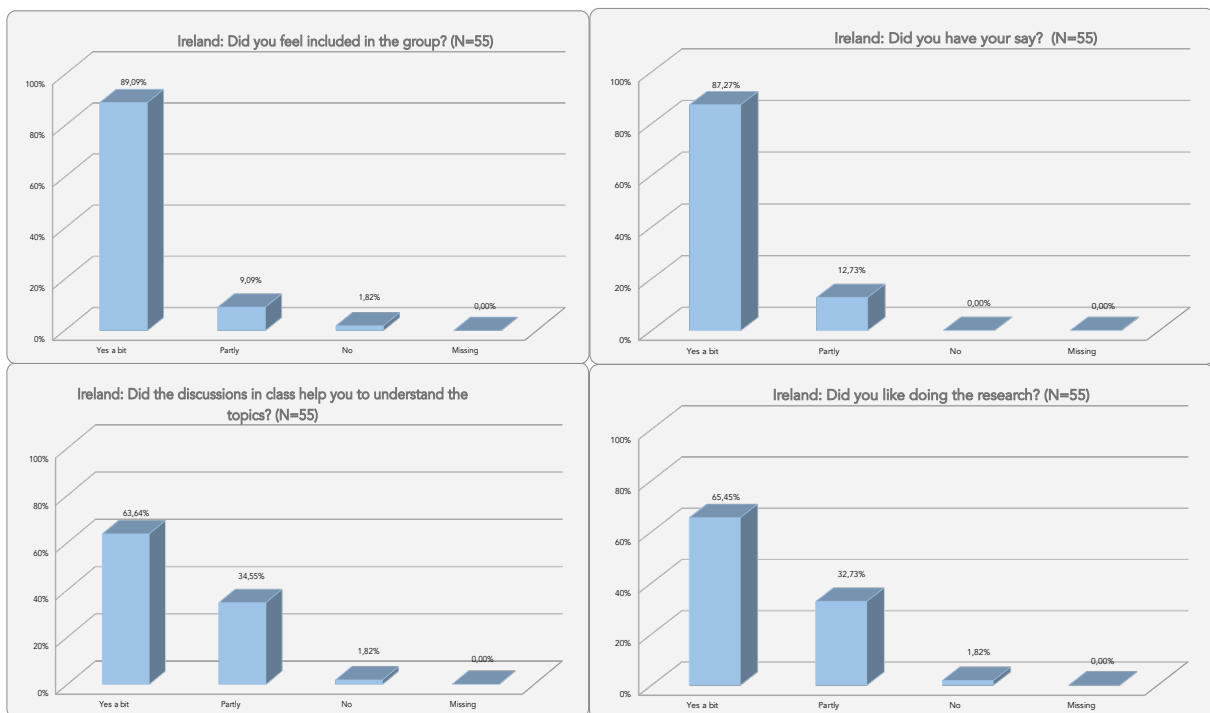


Figure 6: Students' responses Ireland

Three students said that they worked alone. Two of them felt included:

I was on my own. S_83

I did the project on my own. S_93

And one student, who also worked alone, did not feel included:

I was not in a group. S_108

There were no statements given by the five (9,09 %) students, who felt partly included.

Q2: Have a say

With 87,27% (48 students) the question of whether their voices were heard received a similarly high level of agreement as question 1. A few statements to the open questions were given which support this rating:

I had my say. S_71

It's my project. S_83

I think that my thoughts were listened to while we were making the project. S_98

Yes. S_108

The seven students (12,73 %) who felt partly included did not answer the open question.

Q3: Discussions

For 63,64 % respectively 35 students the discussions in school were helpful to understand the topics (see Figure 6).

It was interesting. S_71

It was very helpful. S_84

19 students (35,55%) found that the discussions helped partly. Two answers were given to the open questions, the first one might better fit to the "yes a bit" answer.

It gave us more ideas. S_98

Kind of. S_108

Finally, one child stated that the discussions did not help.

Q4: Research

Almost two thirds of the students in Ireland liked doing the research (n=36, 65,45%). The two answers given to the open question tells us that it was interesting, they enjoyed doing it and that it was fun.

I did a really interesting project, so I really enjoyed it. S_74

It was difficult but fun. S_84

About one third (n=18; 32,73 %) partly liked doing research partly - one answer was given to the open question:

We didn't really need to do research, since our project was about cleaning up the school. S_102

One student did not like it.

3.2.3 Istituto Comprensivo Poppi (IT)

In all four questions the 28 Italian students gave highly positive ratings (see Figure 7). Almost all (n=27; 96,43 %) felt included in the group, only one student felt partly included. 23 students (82,14 %) found that they had a say, two chose "partly" and two stated "no" (7,14% each), one was missing (3,57 %). As for the discussions in class 24 students (85,71 %) found them helpful, three partly (10,71 %) and one student did not find them helpful (3,57 %). 89,29 % of the students liked to do research, one (3,57 %) partly and two (7,14 %) did not like it.

Whereas there were no answers to the open question for inclusion, having a say and the discussions, the students made several positive statements on Q4: Research, which draw a bigger picture about the CEPNET project.

They in general liked to work on their projects:

I enjoyed because I played girls' football and I also talked about my grandma Graziella who used to play it too. S_128

I liked it and I hope we can do it again next year. S_130

I hope to do the solar system with the same enthusiasm 138

I like this experience very much. S_132

I am very happy to have attended the Erasmus course. S_134

I enjoyed it much. S_137

They liked to work together on a project in school as well as being supported at home:

I enjoyed working around completing the billboard with my classmates. S_118

I enjoyed working as a group and many other things. S_129

I enjoyed working in class and with my mum, because we were able to spend time together. S_115

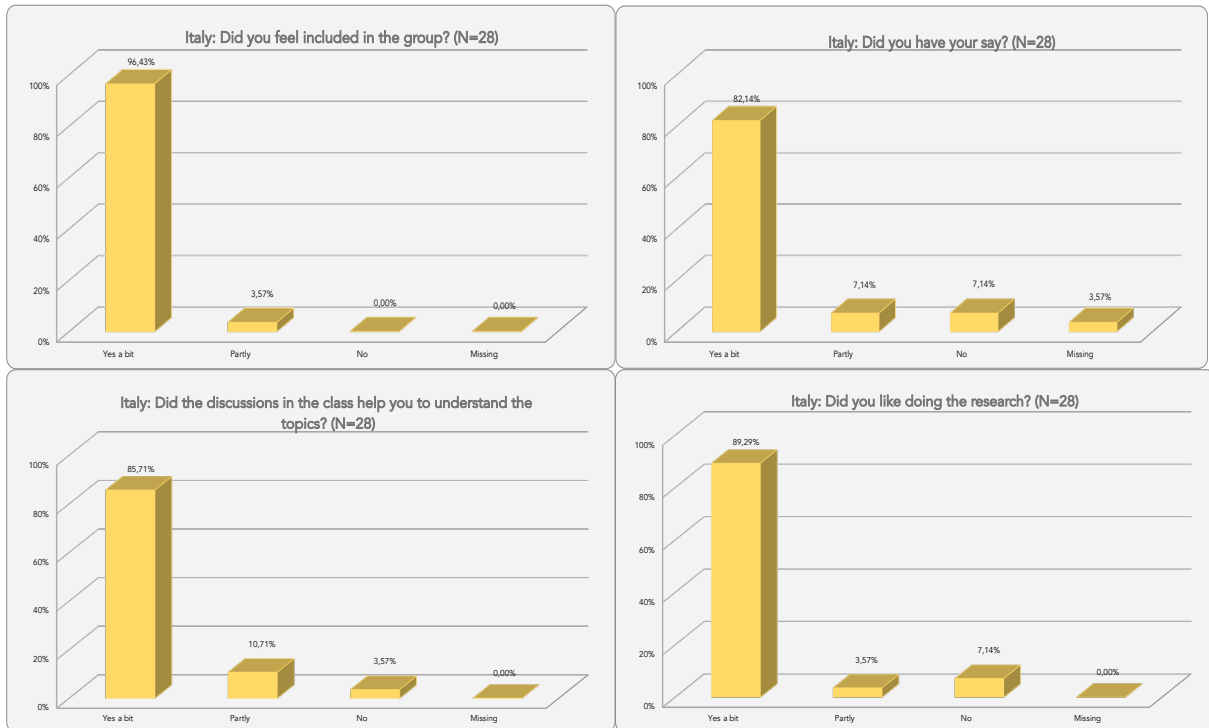


Figure 7: Students' responses Italy

The students were interested in the research itself or the topic:

The research was very interesting, and I had much fun! S_140

It is a very beautiful and interesting project. S_116

I liked much better the research around fishes. S_117

And finally, they appreciated the international dialogues:

*(...) I liked it when we were connected with other kids and talked in English.
S_135*

I loved meeting children of other countries. S_136

3.2.4 St. Ronan's Primary School Recarson (NI)

Q1: Inclusion

15 (93,75%) of the 16 students, who participated in the survey felt included, which makes up a very high rate. One student (6,25 %) did not (see Figure 8). All students answered the open questions (which also accounts to the Q2, Q3, and Q4).

As seen already, they liked to work together and therefore felt included. Statements were for example:

I loved the way our team included everyone especially me. S_144

Everybody in our group was very kind and caring. S_148

I felt definitely included in the group as everyone was very helpful to me and included me. S_155

I felt very included and me and my group worked very well together. S_149

Yes, I felt included because some of my friends were in my group. S_152

One student also said that s*he liked to have the choice to choose with whom to work together.

I felt included and I got an equal part. I choose the people to work with and I was interested in our topics. S_146

As in the quote above, the possibility to choose the mates is also associated with their voice being heard. Both seem to have a positive effect on the feeling included:

Because I got to have my say and I bought some of the things for the model. Also. I got to pick my group. S_147

Everyone valued my opinion and were always taking my opinion and trying to use it in some way. S_157

One student stated

I did feel included and sometimes I didn't feel included but most of the time I felt included. S_156

which would better fall into the category "partly". And one student did not feel included.

No, I didn't really. S_145

Q2: Have a say

14 Students (87,5 %) stated that they had their say in the project, two agreed partly (12,5 %). Some examples of the ones who affirmed are like:

Everyone let me have my say in this group. S_144

Yes, I had my say and ideas. S_146

Yes, I did get to speak, and they listened. S_150

There was further reflection on how this worked in the group:

They listened to me because I listened to them when they wanted to speak. S_156

Even shy students had their say in the groups:

Yes, I'm normally shy but I had a go and enjoyed it and listened to each other. S_153

The two students, who said that they had their say partly stated:

I got my say when people/teachers said/ let...speak. S_145

Yes, but sometimes they would not listen to my ideas and told me to be quiet or go away. S_147

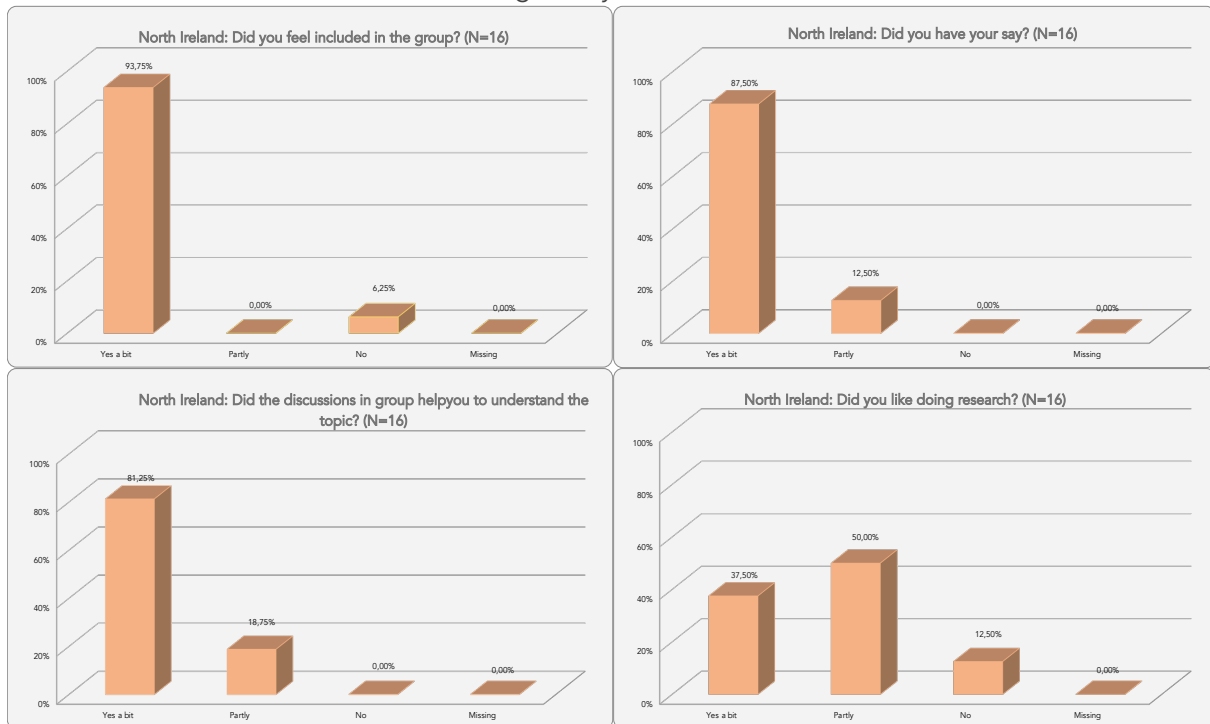


Figure 8: Students' responses North Ireland

Q3: Discussions

Similar as for question two 13 (81,25 %) students found the discussions in class helpful, and three students (18,25 %) evaluated them with being partly helpful.

The facilitators Mary and Mairead were often mentioned by the ones who told that the discussions were helpful to understand the topic.

*When Mary and Mairead helped us by explaining I could understand a lot better.
S_143*

Yes, Mary and Mairead helped very well S_144

Yes, Mairead and Mary did games and did an online quiz. S_158

It was really helpful and made cepnet a lot easier. S_148

Yes, because they were always well explained. S_151

Again, one of the statements fits rather to the "yes" category than to "partly".

*It helped me to pick which SDG I wanted to pick. Also, it told me about the SDGs,
S_147*

The other two students, who said that the discussions helped them partly to understand the topics, stated:

Sometimes I found it hard to concentrate because there was a lot going on. But I loved all the games. S_149

Some of them were useful and some were not as useful. S_153

Q4: Research

Research was not as positively evaluated as the other questions. 37,5 (6 students) liked doing research, 50% (8 students) liked it partly and 2 students (12,5 %) did not like it (see Figure 8). By having all students answer the open-ended questions here, the quantitative result can be better explained.

In the following statements of the students who liked doing research are exemplary:

I loved the research, we used ipads and books. It was very fun. S_143

I looooooved doing research. S_145

Yes, I liked going on the IPads and going onto different websites and looking at the information and facts. S_152

The reasons for the students who liked doing the research partly were boredom on the one hand...

Some parts took a long time but mostly it was fun. S_146

It was quite boring because all I had to do was look up photos. S_154

Sometimes it was boring at the start then it was good and then it just got boring

S_156

Kind of but it was kind of boring. S_158

... or stressfulness on the other hand.

Doing research was kind of stressful because we were all on the IPAD and all at once we were shouting out facts to each other and it was all hard to take in. S_184

Sometimes there was some people wanting to do what you were doing and was a bit stressful. But there were some parts which I loved. S_149

One student also states that verifying the results was difficult.

Sometimes the results of our question came up with all these different answers and I didn't know which one was true and it was occurring frequently. S_155

The answer “no” was given by two students, one for general reasons and for one it was too hard to find what was needed.

No, I didn't enjoy a lot. I thought it wasn't for me and just did not enjoy it. Not for me. S_151

No, because it was a little hard to find what we needed. S_157

In conclusion, the following statement summarizes the Northern Irish students' experience with CEPNET quite well.

I didn't really enjoy researching but I enjoyed everything else. S_153

3.3 Teachers

16 teachers from the four schools (AT:7; IRE:4; IT5; NI:1) participated in the survey which contained exclusively open questions. The questions focused on the CEPNET approach and on the engagement and their perception of the students' competence development.

3.3.1 CEPNET Approach

3.3.1.1 Preparation

Most of the teachers felt adequately prepared to start cycle 1.

Yes. AT_4, AT_5

Yes, I did. IT_5

What helped the teachers to be prepared, were meetings before the start of the project, the introduction by research partners or the IO1 handbook:

Yes, meeting, handbook. AT_3

Yes - Paul Butler gave a great introduction to the class about the program with great videos and presentations which made everything clear. IRE_2

Yes, the documentation provided and the initial Microsoft Teams meeting between all of the participating schools were both really helpful in gaining an initial understanding of the program. IRE_1

Others did not need further preparation, ...

Well... We spontaneously decided on the topic based on our planning and then spontaneously developed further work with the pupils. AT_2

... or researched by themselves.

Yes, I have researched beforehand. AT_1

I wasn't very familiar with the SDGs myself, so I had to look to the background, the history and concept of them. I looked to previous projects and that gave me further insight. NI1.

Some found themselves quite prepared.

(I feel) quite prepared. IT_1, IT_2

Quite prepared. It was a new project for me, organized and structured differently from anything that I've ever done before. I had all the materials necessary to start the first cycle. Naturally, as the first cycle went along in its various phases, various aspects become clearer. IT_3

Two teachers did not feel to be prepared.

No. AT_6, AT_7

3.3.1.2 Dialogues

Still, all teachers found that the dialogue phase went well as the following examples show:

I think it worked very well from our perspective. Scheduling Wednesday and Thursday visits to school ensured Erasmus got weekly focus time, even in the busiest time of the year. IRE_3

It went really well. The children were engaged and enthusiastic from the outset and the balance of interesting and varied discussion-based and practical activities enabled active participation from everyone. IRE_1

The children were immediately enthusiastic and interested in the project. IT_2

In the initial phase the students were very interested to listening and to talking. IT_5

I think, this phase went very well - By asking specific questions, the students quickly got to the topic, and we were able to have good discussions. AT_2

Yes, the students were very engaged. AT_6

Just one mentioned that the dialogue phase might have been shorter and the research longer.

I felt it was a slow start and a fast finish. I didn't realize how long it would take and how much was needed. NI_1

3.3.1.3 Research

According to five of the teachers, the students were very motivated, statements were like,

Yes, everyone was very involved, researching and collecting data. AT_7

Students were very motivated. AT_5

The children seemed to have been intrinsically motivated. They worked away on their projects and presentation seemed to have been very successful. IRE_3

Two described the dynamics in the groups:

I would say 3 out of the 4 groups were self-motivated and enthusiastic. The composition of individuals in a group made a difference. I had to work a lot with one group of boys. NI_1

Like everything it depends; Some children were the leaders and took control while others were happy to sit back and helping out when asked. Generally, I felt they were self-motivated. IRE_2

The others found that more or less support was necessary, like:

Generally, girls and boys worked very well in research and information organisation. Weekly meetings have allowed for a constant catch up. Almost all of them were motivated to participate in this innovative and EU project. But the one thing that captured them the most has been the possibility to choose the topic and structure it. All was around them: their interests, knowledge, reality. They have been helped of course to organize their research. Families granted a lot of support and were generally enthusiastic. IT_4

They were motivated, though of course needed support. AT_6

I believe the project and the issues that emerged are important and complex our 3rd grade children (small) did a good job of research, the support and guidance of the teacher who coordinated the activity was important. IT_1

They were quite self-motivated, but for homework they needed more assistance. IT_5

3.3.1.4 Presentation

All teachers are convinced that the research results of the students have been sufficiently appreciated:

The work was presented digitally in the form of diagrams and tables and finally brought together as an overall result through individual presentations. The final result was made available to all respondents in the form of a chart and advertising posters were created to promote the switch to environmentally friendly means of transport. AT_2

Our presentation day was really successful as it gave the pupils the opportunity to showcase their work and share their new learning with their peers. They learnt a lot from each other, and it gave a sense of meaning to all of the hard work they had completed. Presenting to another school via Zoom was also a fantastic experience. IRE_1

Sufficient attention was given to the students. IT_2

I think we did our best. NI_1

3.3.2 Resources

The resources used for the projects are related to support by University students or the facilitators from the CEPNET research team.

University students and assisting-teachers helped. AT_1

Paul had some great presentations and videos, with interesting examples and stories to get the children thinking outside the box.

Several teachers regard digital resources as supportive.

(...) The main tool was the web search. IT_1

We mainly used digital resources. IT_4

Although it was also mentioned that basic infrastructure was missing.

(...) Useful terminals and presentation facilities could definitely be better developed in our school. AT_2

Missing wifi in school (privately provided). AT_3

In two cases the IO1 Handbook and the resources provided by the research team were mentioned.

The resources used where the Teachers Guide in the 1st Cycle and resources found on the internet which were relative to their themes and the approach used.

IT_4

Yes, we used the resources provided and used our iPads a lot. IRE_1

3.3.3 Engagement and CEPNET Competence Model

3.3.3.1 Students' Engagement

All teachers perceived that their students were very engaged.

Yes, absolutely, the interview-phase and the external communication was managed by a female student. AT_3

This is related to giving them a voice in CEPNET.

The students were highly engaged, largely due to the fact, that they were given the autonomy to steer the project in the direction that interested them most. I think that it also gave them a feeling, that they have the ability to instigate change through using their voices and developing their role as active citizens within the community. IRE_1

Several teachers were surprised or even impressed by which good jobs their students made in the project.

YES! They were very motivated and enthusiastic about the subject!!! Especially surprising was the planning/drawing of the vehicles from the future. They were very creative and took care of the environment! :-) AT_3

Yes definitely. I was really taken by the sustainable shop and shoes projects. The children went to great lengths, and I was really impressed with their efforts. IRE_2

The pupils were thrilled to be able to participate in the project. They brought their ideas and made them practical. Some creations surprised me, for example the model concerning the production of solar energy or the one concerning satellites. IT_3

Yes I have a very good class this year and they worked as I expected them to. One boy shone in the presentation phase and really enjoyed the attention he received. His acting (not observed before in 2 years) was noted and acknowledged positively by the class. IRE_1

3.3.3.2 Competence Development

Question on the Competence development alongside the CEPNET Competence Model, which was developed in IO1, the CEPNET Handbook, and based on international models and the practical inputs of the participating teachers in the four countries (see Figure 9).

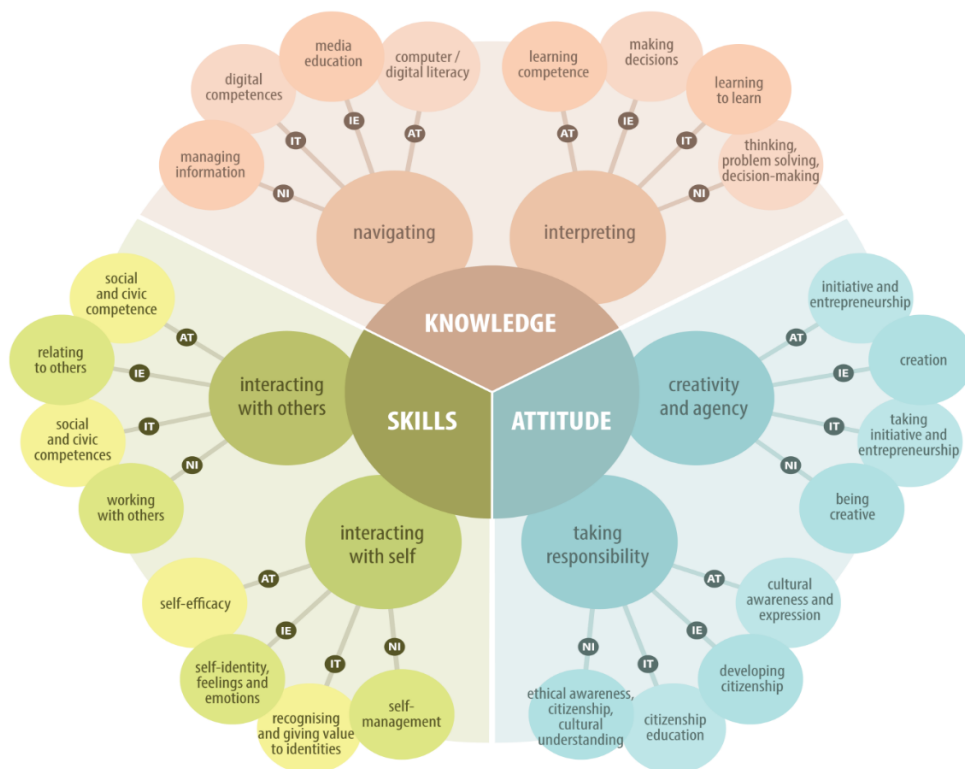


Figure 9: CEPNET Competence Model

The teachers felt that their students demonstrated progression in the specific factors of the model (see Figure 10).

Yes definitely, all of the above! IRE_1

Yes, definitely; some children would have demonstrated progression more than others, but on a general scale the children were all developing a lot of these skills.

IRE_2

Development of their students in the category “taking responsibility” was given for 11 teachers. (63%) . This means that the students are taking responsibility in terms of cultural and ethical awareness, expression, and understanding as well as in citizenship. Ten teachers found that “creativity and agency” developed (63%), which refers to creation and being creative and to taking initiative which by itself relates to entrepreneurship. “Interacting with others” was also well rated by ten teachers as having increased. This category contains collaborative working, relating to others and stands for social and civic competences.

Yes, the children have acquired new skills through this. Great experience communicating online in English with the Italian students! AT_5

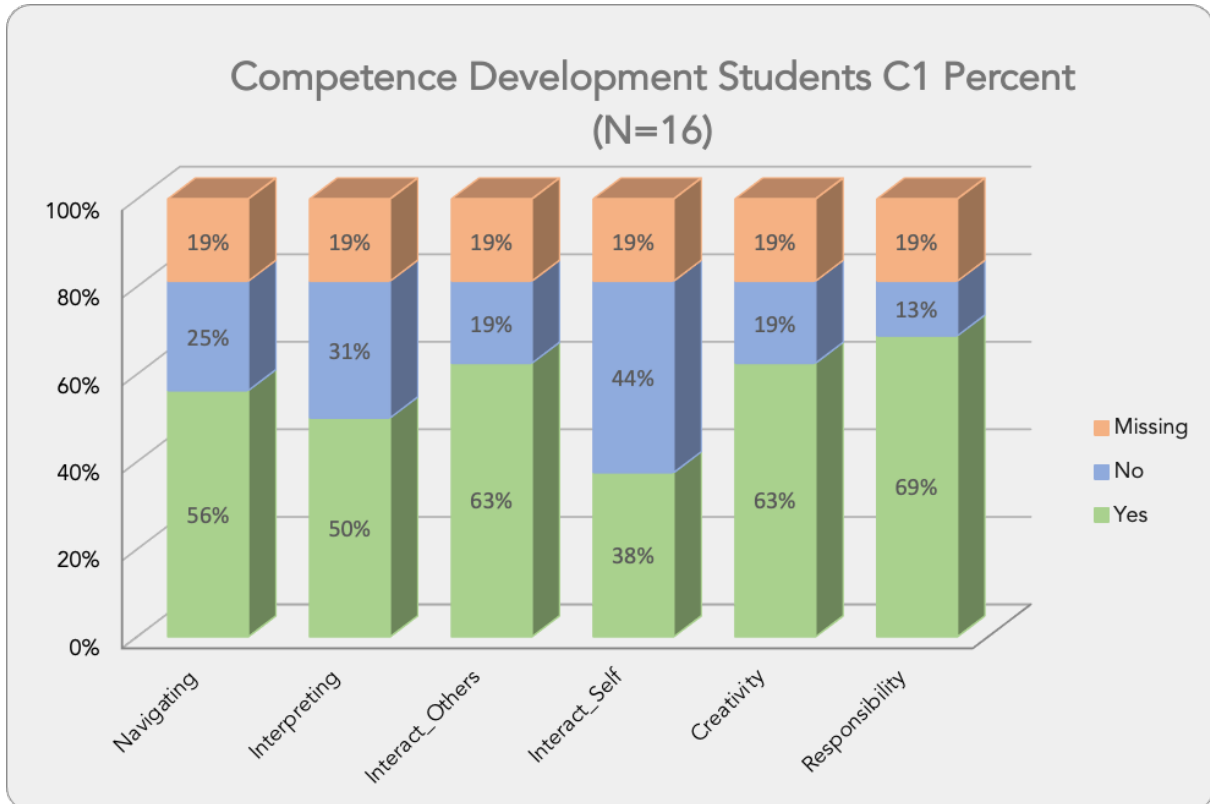


Figure 10: Evaluation of competence development by teachers along the CepNet Competence Model

Nine teachers (56%) found, that “navigating” has risen, which comprises digital skills like computer/media literacy and managing information.

Yes, I even noted how frustrated the children were with how unreliable the internet can be too. They kept noting how the statistics varied greatly depending on the website. IRE_1

For eight teachers “(50%) interpreting” developed which can be understood as making decisions, problem solving and learning competence. The least teachers (six, 38%) perceived a rise in “interacting with oneself”. This category contains self-efficacy, self-identity, self-management and giving values to identities. The lowest approval rate compared to the other categories can be explained by the fact that these competences more important later in development - especially during puberty - than at primary school age.

3.4 Parents

28% of the children had a parent respond to the questionnaire. Most of them (n=37) were aware, that his or her child was involved in an international project. For the Austrian school in general it is very difficult to engage parents as school partners. Although they had signed the participation agreement for their child, eight of ten did not remember having done so (see Figure 11).

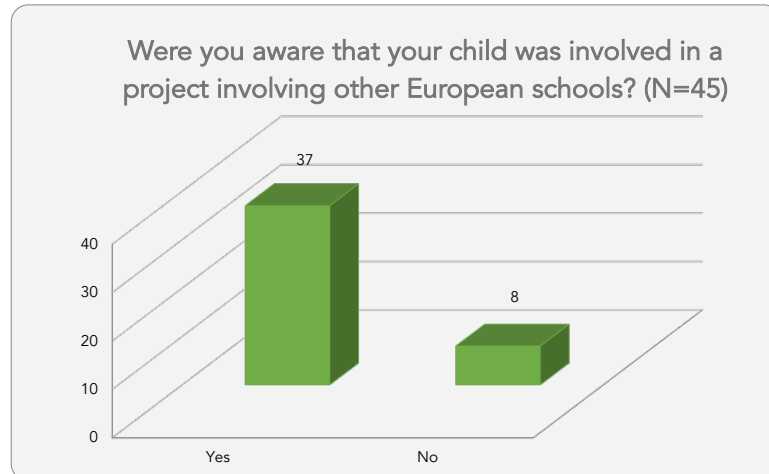


Figure 11: Parents' awareness of the CepNet project

This also reflected the number of "no" answers to the questions about whether the children talked about their issues in the project. One further vote (out of 12) was from a Northern Irish parent (see Figure 12).

The 37 others report that their children talked about their projects in general, like ...

She told me about the project, the homework, the link with the other European classrooms. IT_3

She told me about what was happening in class and about studies and research IT_15

He told us about what he was doing. Talking to the Italian school, making a model and video. NI_11

What they were doing and how excited they were about the project NI_8

... about the different topics they dealt with,

Water purification options in Africa. IRE_2

Sustainability ideas for the family IRE_4

Climate change IT_4

Bees, horses, hairstyles, sustainable development IT_5

Everything about the environment, that we have to save the world, recycle plastic, consume less and less, and about the posters done in the classrooms. IT_8

Natural disasters - how they spread and how they can be prevented. NI_6

and about their excitement in the project.

My daughter talked about her project enthusiastically and thoroughly enjoyed it. NI_5

What they were doing and how excited they were about the project. NI_8

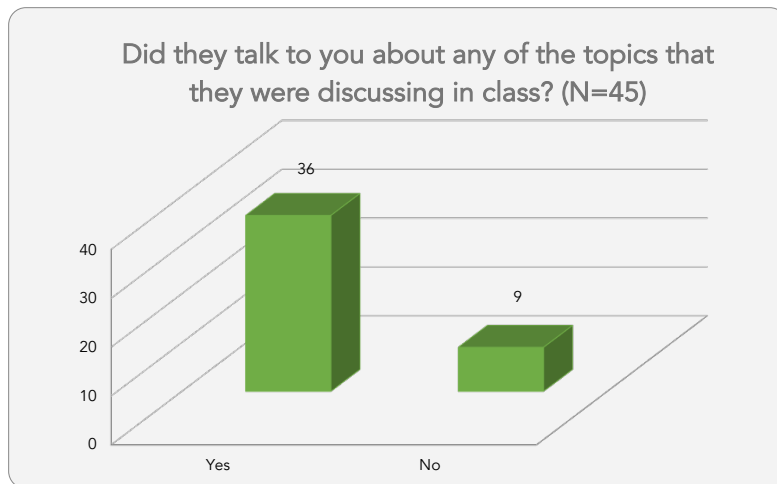


Figure 12: Topics brought home by children

All parents from Ireland (n=4) and from Italy (n=19), three out the twelve Northern Irish parents, and one of the Austrian parents helped their children with their project work (see Figure 13). This was done in terms of giving them room for research, ...

Opened up our garage for their sustainable shop. IRE_4

Letting them use our kitchen. IRE_3

... in terms of monetary support,

Buying the water purification tablets online so that they could test them for themselves. NI_8

... in terms of providing/researching material, or printing,

I found the materials for him and helped him research and build the models. IT_1

In finding materials in the computer. IT_7

In google search. IT_14

Photo printing. IT_2

... as well as in terms of explaining topics or methods of research.

Explaining something that he/she did not understand. IT_16

Helped with solar panel design. NI_1

Ideas and lifts. IRL_1

Advice on how to research information and on the use of technological devices, like computer. IT_8

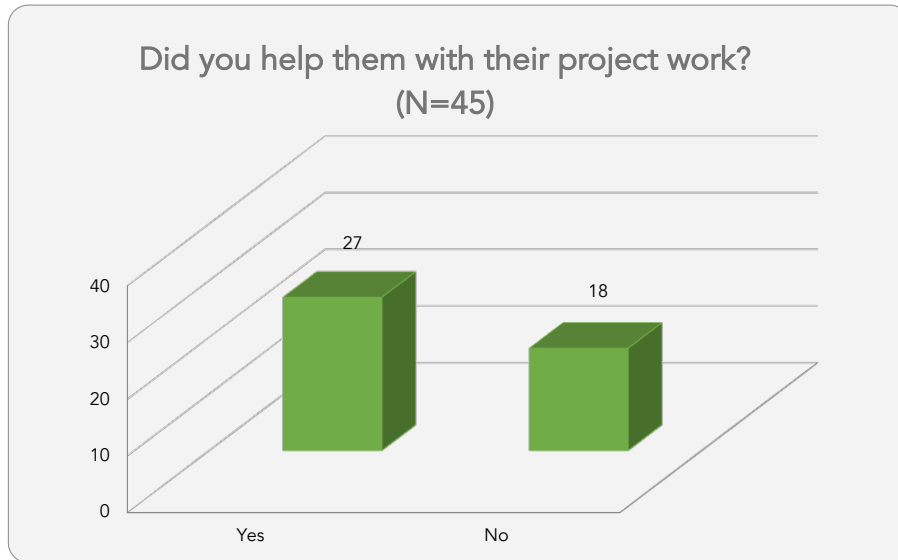


Figure 13: Parents' support of their children in the project work

Half of the parents (n= 23) could not attend the presentations of their childrens' projects (see Figure 14). There were just two answers in this category:

Due to covid, we couldn't be there. IRE_3

And one parents was still in "waiting position":

I can't wait to see the presentation IT_9

The others have high praise for their children and the project, like for example:

The children, the teachers and the expert did a beautiful and useful job. I think they were great. IT_1

I think the topic was interesting and allowed for cooperation. IT_15

A beautiful initiative, also for the exchange dimension. IT_19

Fantastic effort. IRE_1

It was very creative and great fun to watch. NI_1

I loved it - thought they were brilliant. NI_5

fabulous and funny. N_10

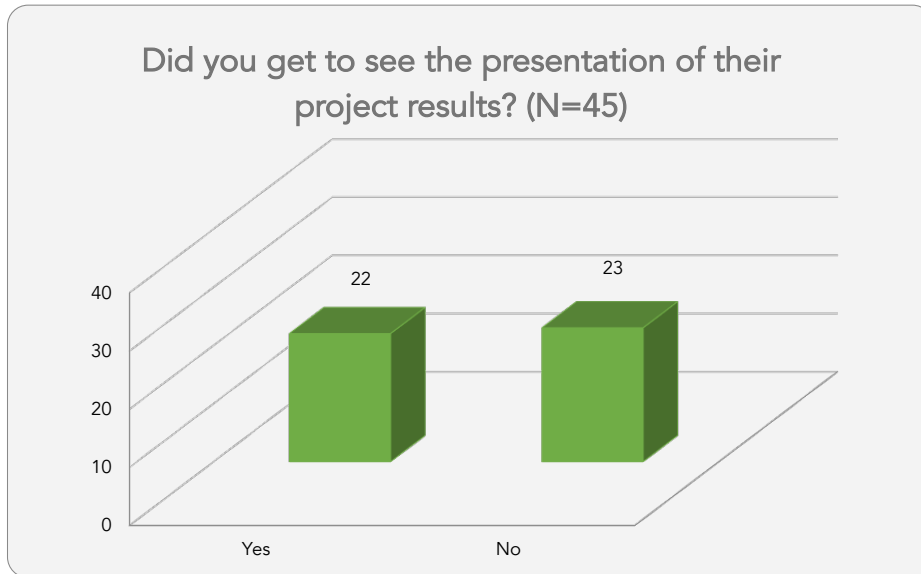


Figure 14: Parents' attendance at the project presentations

4 Summary & Conclusion

(...) The project was extremely positive for classes and for professional growth of teachers. It was very innovative and motivational. Even with covid restrictions, girls and boys have created special work and they were extremely happy and satisfied for this experience. IT_4

CEPNET has been very well received by all those involved - pupils, teachers and parents. This is illustrated by the above quote from an Italian teacher, which also opens up the potential for CEPNET teacher training (IO 3). Most of the pupils felt included, which has a lot to do with the fact that most of the children worked in small groups and had their say. They consistently state that they have enjoyed this very much. They were given a voice and the dialogues helped them understand their subjects and they liked the research phase. However, due to their young age, the primary school children need a bit more support in contrast to the previous project WYRED, even though they are described by their teachers as self-directed, very motivated and committed in the dialogue and research phases as well as in the (online) project presentations of cycle 1.

This is reflected in the fact that the teachers noted increases in all areas of the CEPNET competence model (see Figure 9). This is particularly true in the category of "taking responsibility", where 11 of the 16 teachers agreed (2 disagreed and three teachers consistently failed to answer these questions), "creativity and agency" (10 agreed), and "interacting with others" (10 agreed), but there were also increases in "navigating" (9 agreed), "interpreting" (8 agreed), and "interacting with oneself" (6 agreed). The latter is not entirely unexpected, because while identity development is an ongoing lifelong process, it only peaks later in the phase of puberty (see Figure 10).

The project has found its structural attachment in the participating schools, draws its circles outwards into the families and is - despite Covid - on its way into the communities. Thus, the parents' answers show high appreciation for their children's work, the teachers and the CEPNET project. They also found their children very engaged and motivated, many learned at home what topics the children were working on and there were also several parents who supported their children in the research process.

However, like everywhere, there is potential for improvement in this project. This concerns both the project level and the development of the evaluation concept for the second research cycle.

The answers from the pupils could be evaluated in detail for all four partner countries due to the large sample. There are many similarities, but also a few differences. This report is intended to stimulate reflection on one's own results and/or, ideally, to communicate and exchange with the cooperation partners at the schools and the research team. For example,

what makes the research phase in one school so outstanding, while in another school there could still be some potential for improvement? In any case, the evaluation results point to structural and organizational conditions that are not the same in all schools.

Further, in the second cycle, more attention should be paid to the visualization and utilization of IO1, the CEPNET Handbook. It is used in the evaluation only once in the preparation phase and mentioned twice as a resource in the implementation.

At the level of research methodology, a few lessons have emerged. These are:

- In 10 cases there were open answers that did not fit the category in terms of content. This may be a coincidence or may mean that the students did not sufficiently concentrate when they filled out the questionnaire, which in fact can no longer be verified. But in any case, it is a hint to make the answer categories more understandable and possibly the questionnaire even shorter as it is in the evaluation of the second CEPNET cycle.
- The expansion of the demographic data with gender and other diversity factors like age or ethnic background.
- We need to consider in the questionnaire, that projects can be done alone or in a group.
- We need to analyze what caused the students' responses to the open-ended questions to vary greatly in frequency from country to country. If it is related to the time allocated for this, we need to announce how long the evaluation will take beforehand.
- We will work on reaching those students who have been less positive about individual points of the project. Besides the questionnaire, which will focus on IO1 and IO2, this requires a qualitative approach. A focus group with eight to ten students will be organized and conducted by the research partners at all schools after the second cycle.

5 Annex

5.1 Questionnaire for Students

Question 1: Did you feel included in the group?

Yes a bit/partly/no

Tell us more if you like (open question)

Question 2: Did you have your say?

Yes a bit/partly/no

Tell us more if you like (open question)

Question 3: Did the discussions in the class help you to understand the topics?

Yes a bit/partly/no

Tell us more if you like (open question)

Question 4: Did you like doing the research?

Yes a bit/partly/no

Tell us more if you like (open question)

5.2 Questionnaire for Teachers

Did you feel that you were adequately prepared to start into Cycle 1? (open question)

Research Phase

How did you feel the students got on with their research work? (did they need more or less assistance, were they self-motivated) (open question)

Resources

Did you make use of any specific resources as part of your involvement? Were there any gaps? (CEPNET handbooks, other online tools, etc.) (open question)

Student Engagement

Did you feel that the students engaged with the project? Have you any examples of specific students who may have surprised you? (open question)

Competence Development

From our list of CEPNET competencies, do you feel that the students demonstrated progression under any of these headings?

- Navigating- media and information literacy
- Interpreting- critical thinking
- Interacting with others- interpersonal skills
- Interacting with self- intrapersonal skills
- Creativity and agency- innovative thinking
- Taking responsibility-global citizenship

Plus open question

5.3 Questionnaire for Parents

Were you aware that your child was involved in a project involving other European schools?

Yes No

Did they talk to you about any of the topics that they were discussing in class? (e.g. sustainability and environmental issues)

Yes No

If yes, you might let us know what they discussed (open question)

Did you help them with their project work? (e.g. give them ideas, help with practical matters, read over any written material)

Yes No

Did you get to see the presentation of their project results?

Yes No

If yes, you might let us know what you thought (open question)