

Synopsis of the student survey conducted during the Erasmus+-project

“WoW – World of Work”

Methodology: The survey was designed to determine whether the intended goals of the project (namely the enhancement of metacognitive learning processes as a better preparation for the modern world of work) were reached from the perspective of the students. Every participating student, both hosting and visiting, was asked to take part in the survey shortly after each single mobility. The survey itself consists of all in all eleven items:

1. **My home country is...**
 - a. England
 - b. Spain
 - c. Netherlands
 - d. Germany
2. **I am taking part in the survey because I...**
 - a. organized the event in...
 - b. went on the trip to...
3. **How well have regular lessons in school prepared you for future employment?**
 - Scale of 1 (not at all) to 10 (very much)
4. **How independent were you in your preparations (organising trips, preparing your presentation, etc.)?**
 - Scale of 1 (not at all) to 10 (very much)
5. **How many contacts to agents outside the school (e.g. businesses) did you have during the preparation?**
 - a. None at all
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. 5 or more
6. **Rate your improvement in digital skills.**
 - Scale of 1 (not at all) to 10 (very much)
7. **Rate your improvement in language skills.**
 - Scale of 1 (not at all) to 10 (very much)
8. **Rate your improvement in communication and presentations skills.**
 - Scale of 1 (not at all) to 10 (very much)
9. **Rate your improvement in cooperative skills inside your working group.**
 - Scale of 1 (not at all) to 10 (very much)
10. **Have the preparations increased your feeling of being prepared for the future world of work?**
 - a. Yes, very much so!
 - b. Yes, in a way...
 - c. I am not certain.
 - d. No, not at all.
11. **Explain your answer to the last question in a few sentences, please.**
 - Free text.

The first two items were used to determine possible differences between the partaking schools / countries and also between groups who organised a mobility and

those who organized the trips. The latter showed no significant differences in results and so was neglected for the evaluation, meaning that all answers were scored per country, but not per group.

The third item focused on the self-perception of the students how well they thought they were prepared for their future lives in the world of work.

Item four to nine then targeted different skills which the students should either acquire or consolidate in the course of the project.

The final two items was intended to give a feedback on how the improvement of these skills as well as other aspects of the project were perceived as helpful for their future in the world of work.

Analysis summaries: When reading the results, one should keep two things in mind. First, that a different number of students was involved in each school, and in very few cases not all surveys were returned. That means that one should not compare absolute numbers for results, but rather look at relativities. The second aspect is that of course the school systems, but also individual schools work under different conditions, with different socio-economic backgrounds of students, and different curricula. Thus it is not surprising to see quite big differences in answers to some items.

When looking at item three, one can draw the conclusion that the students themselves do not feel that badly prepared for future working lives. Especially Spanish students seemed rather content with that aspect of school.

A closer look at items four to nine shows that students saw an improvement in their skills to varying degrees. A few points of interest can be noted here:

- Most students experienced a high level of independency during their preparations, especially the Spanish and German students.
- The number of outside contacts differ quite a lot between the countries. The highest average was achieved by the English students, whereas in the other countries quite a high percentage of participants did not establish any contacts to outside agencies. A possible explanation is that due to group working processes, the task of talking for example to businesses was left to a few, while the others focused on school-internal work.
- The improvement of digital skills was seen most critical by English and German students, which offers two possible explanations. Either these skills were already well developed, or they weren't focused enough during the project from the perspective of the students.
- All participants with the exception of the English saw an improvement in their language skills, which is not unsuspected since the working language was English. Especially the Spanish students felt a major improvement.
- The improvement of communication, presentation and cooperative skills was perceived by all participants as rather high, with no significant differences.

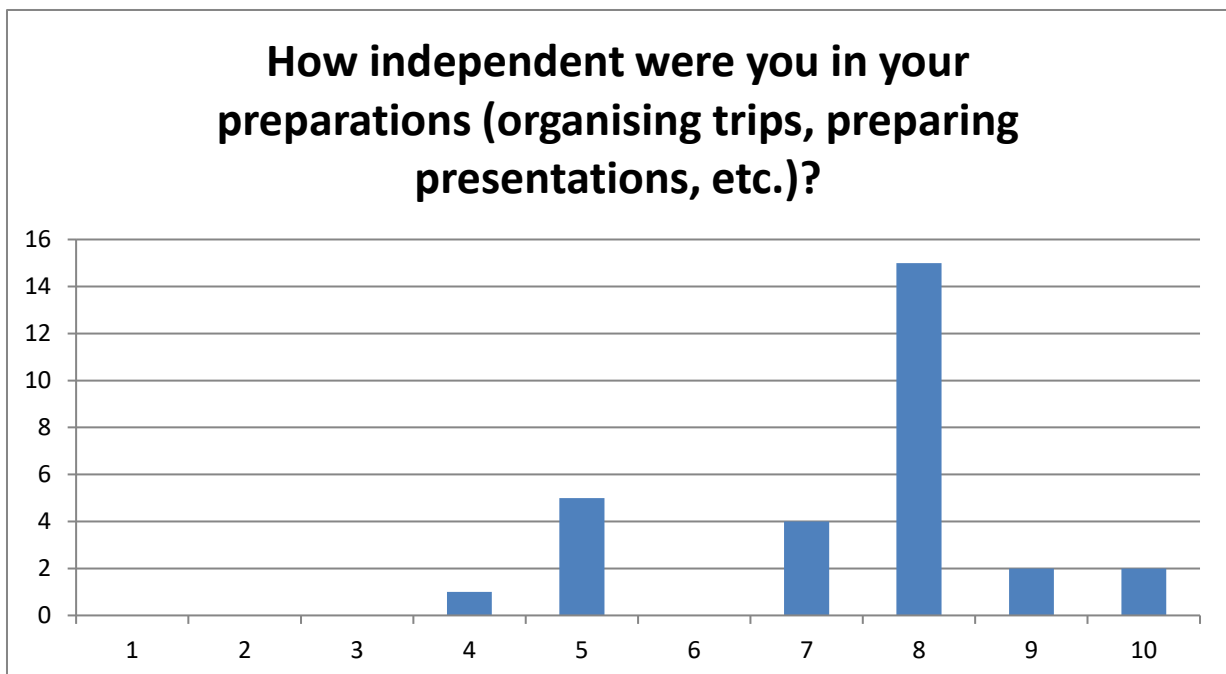
- Surprisingly, despite seeing these skill improvements, quite a large number of students was very critical when looking at the project as a preparation for future working life. Especially Spanish, but also German and Dutch students did not feel much better equipped for the challenges of modern working life after taking part in the project. Individual answers to item eleven (which are not listed in detail below due to space restrictions) suggest that in many cases where the answer to item ten was “No, not at all.” or “I am not certain.” the participants saw no direct connection between the skills they had used and actions they had performed during the project, and their future working place. This might point to the problem that the aims of the project, but also the implications for working life could have been made more transparent by teaching personnel. On the other hand, those who answered with “Yes, in a way...” or even “Yes, very much so!” related this to the individual skills, in a lot of cases especially the improvement of their English as this is (rightfully) perceived as crucial for modern working places in a globalized world.

In conclusion, the students’ feedback allows the statement that the aims of the Erasmus+-project “WoW – World of Work” were mostly met, although there is still room for improvement, especially when it comes to encouraging all participants to get into contact with outside agents, learning and using digital skills, as well as pointing out more clearly in how far all the experiences made during the project can mean a better preparation for a future working life.

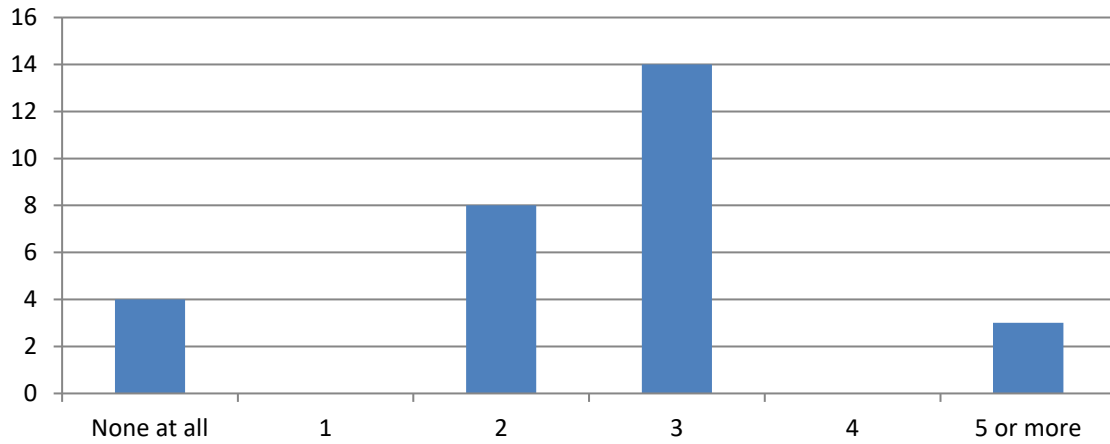
Erasmus+-Project „World of Work“

Evaluation of the Survey

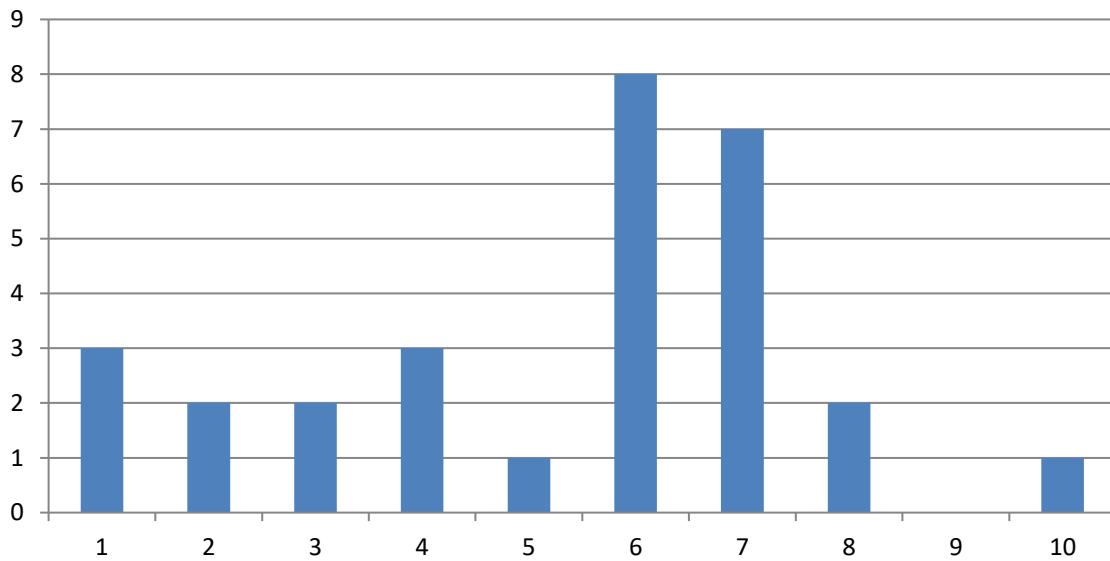
Results for Heathfield Community College (England)



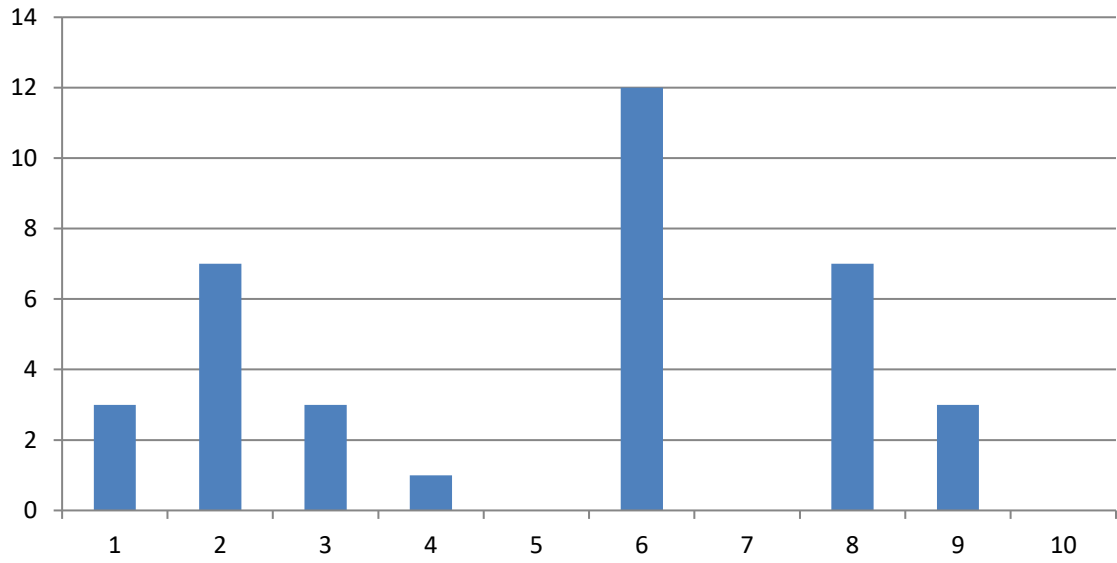
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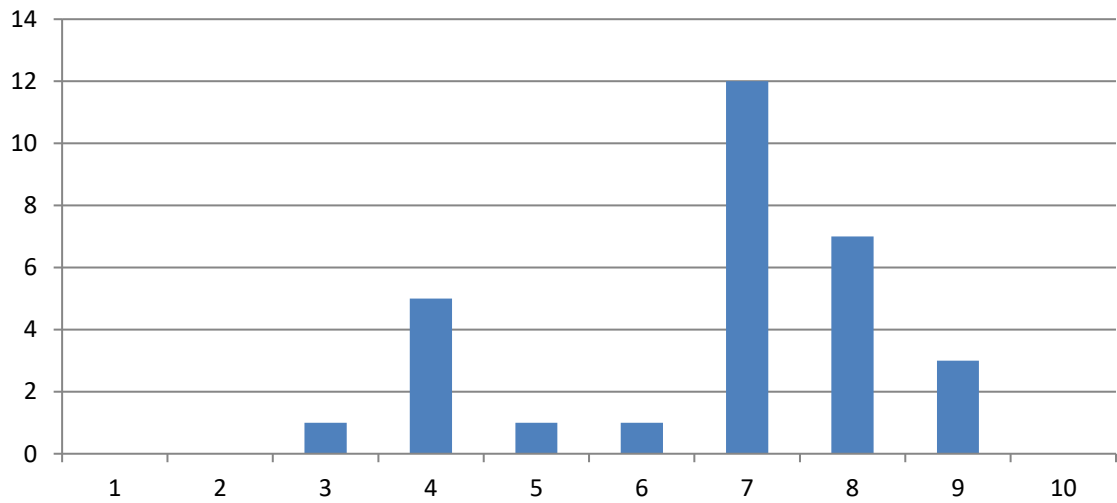
Rate your improvement in digital skills



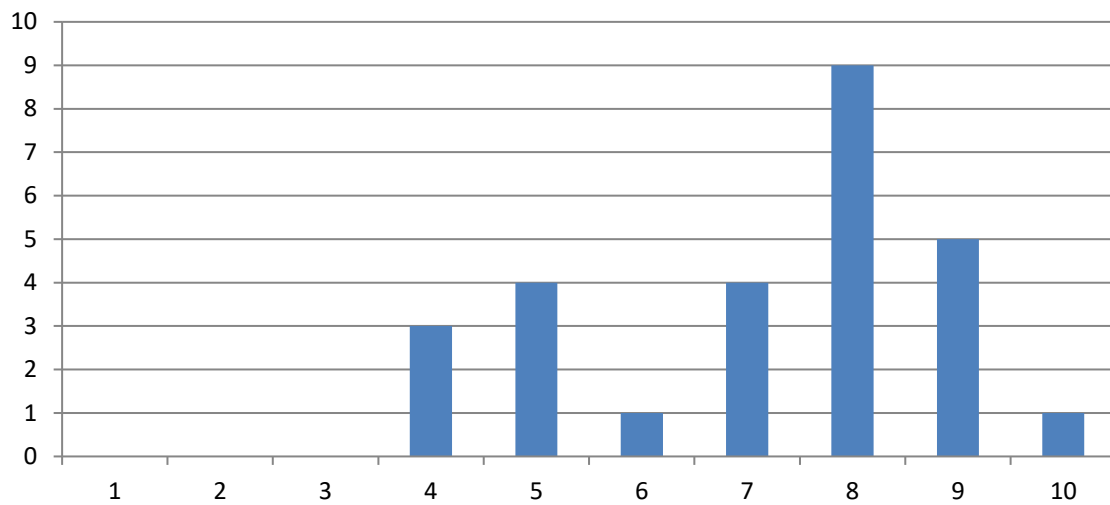
Rate your improvement in language skills



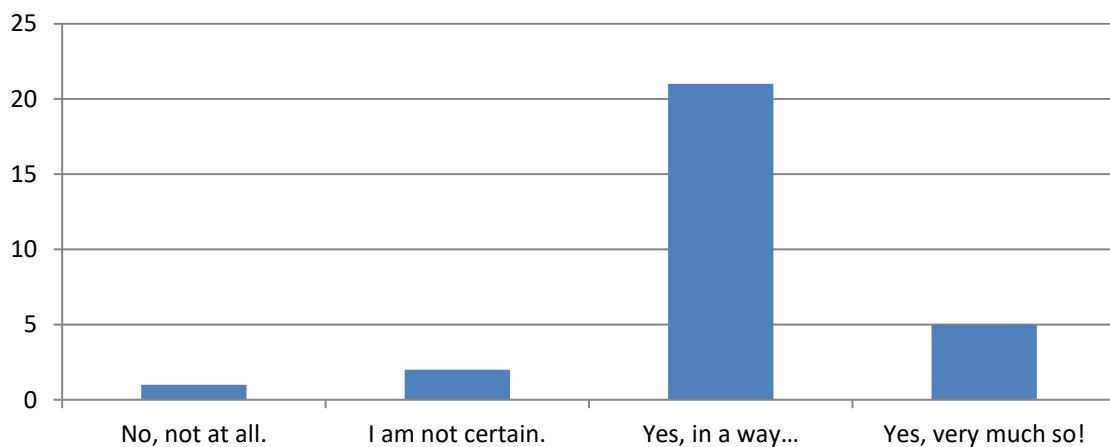
Rate your improvement in communication and presentation skills



Rate your improvement in cooperative skills inside your working group



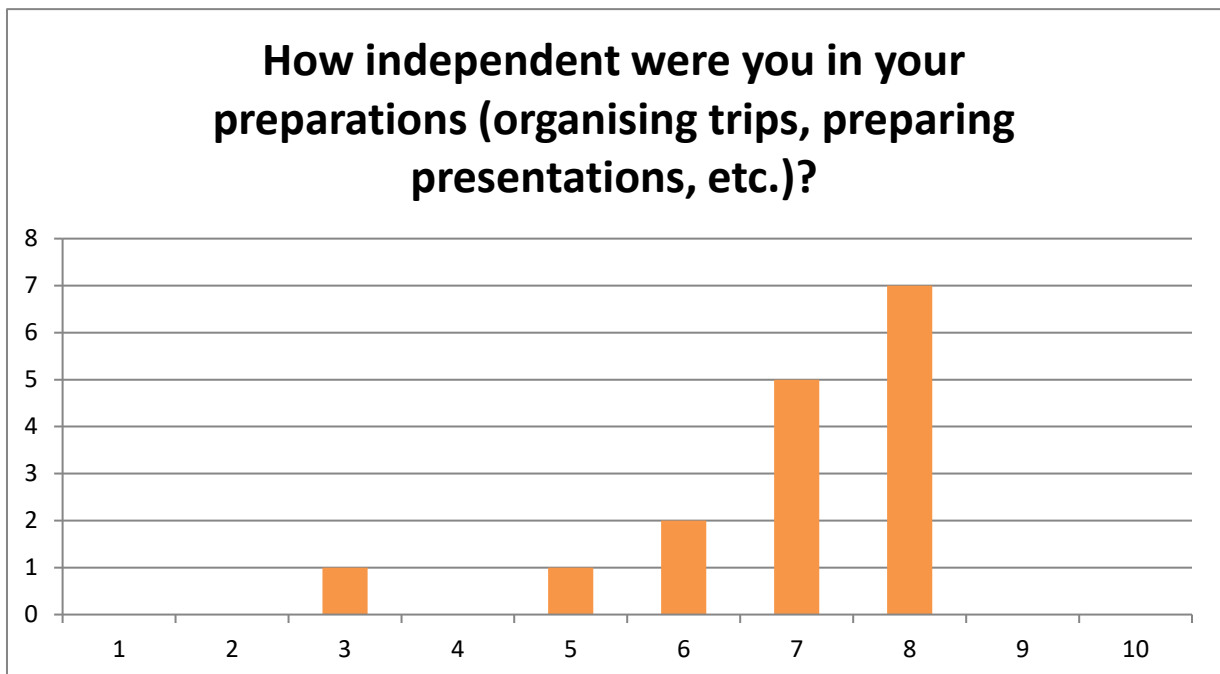
Have the preparations increased your feeling of being prepared for the future world of work?



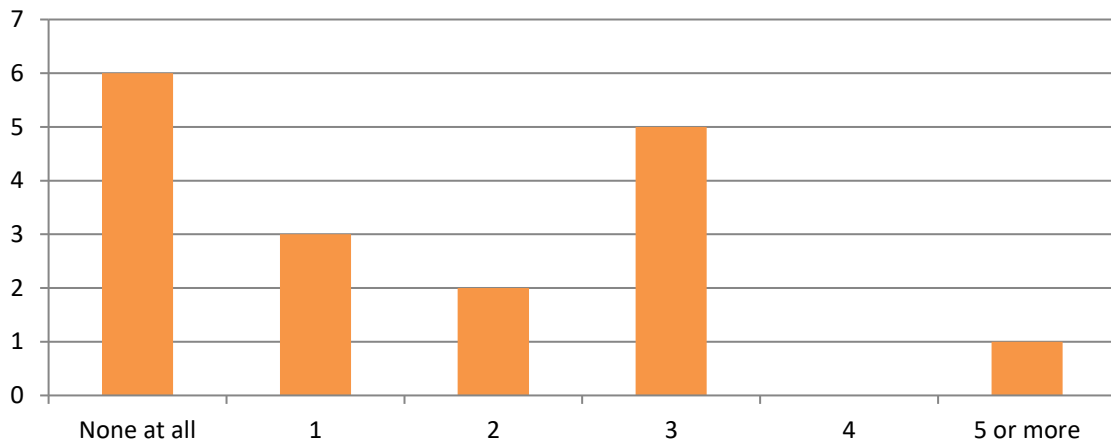
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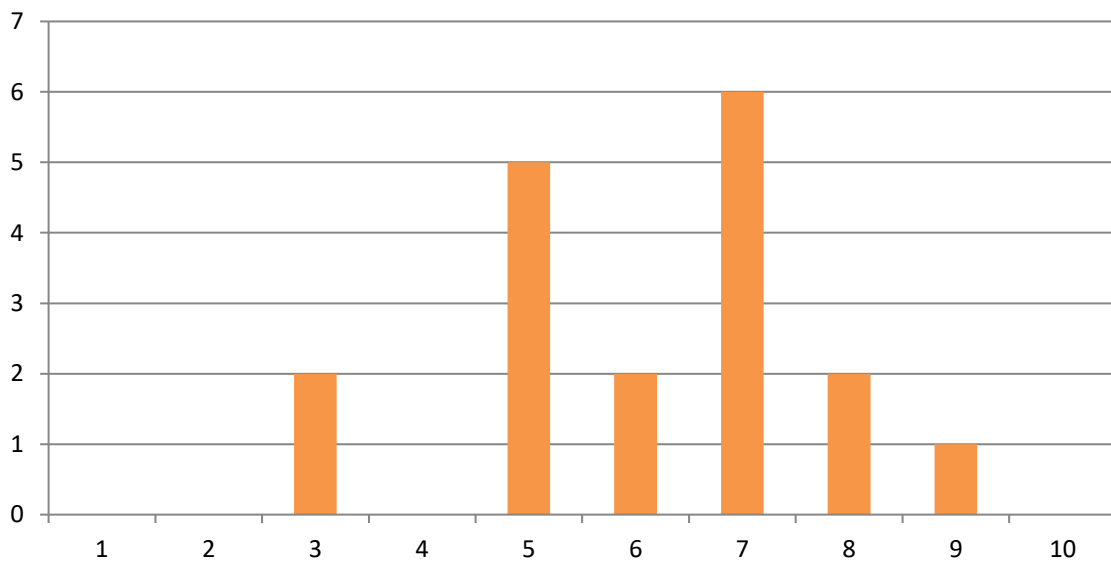
Results for Merewade College (Netherlands)



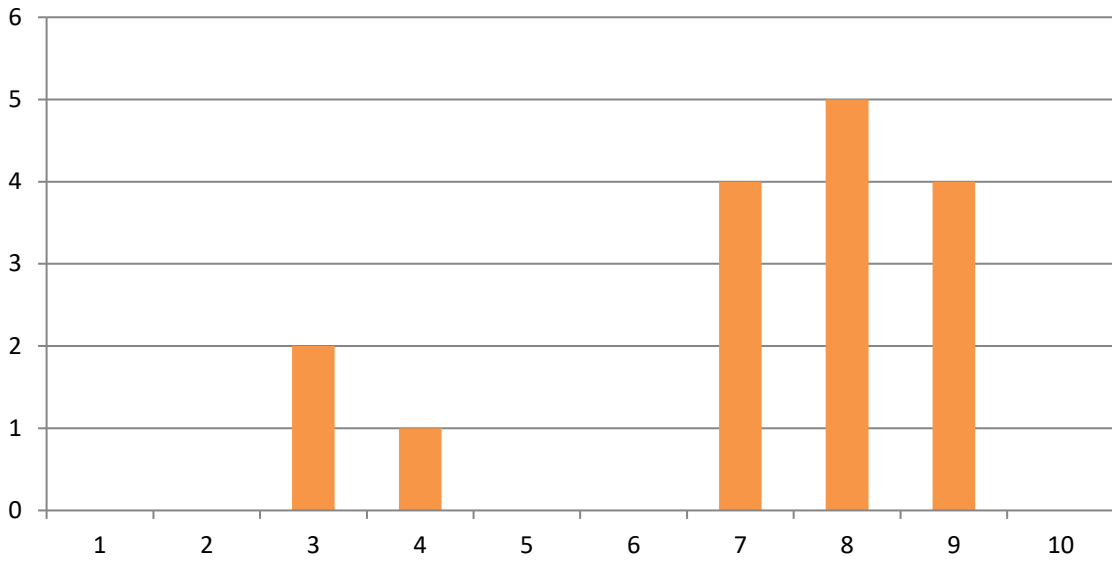
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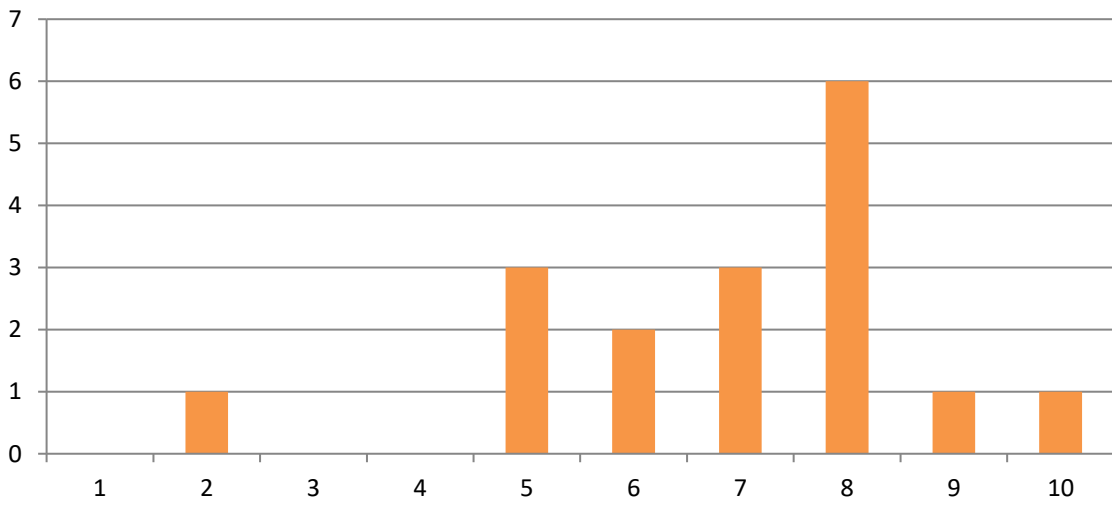
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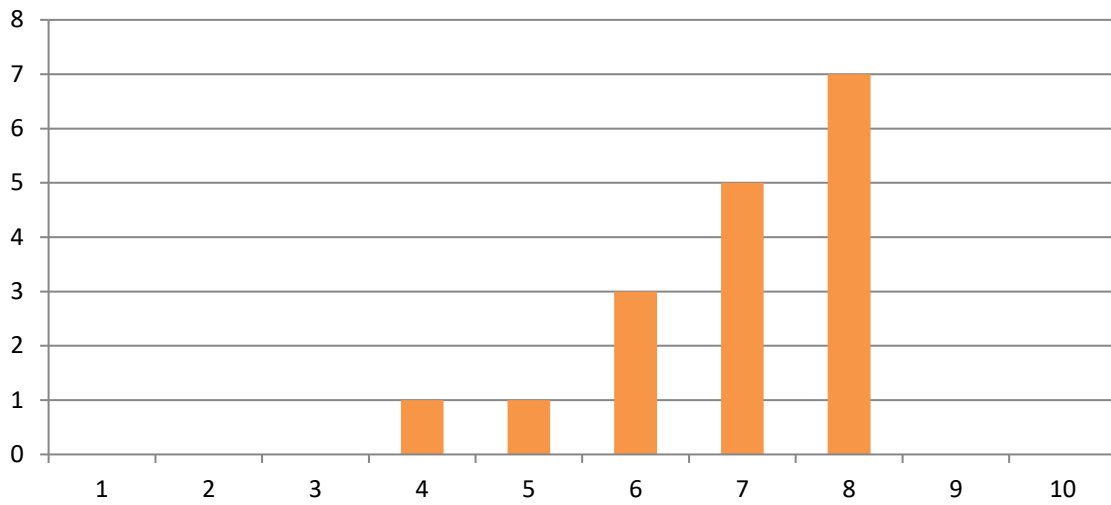
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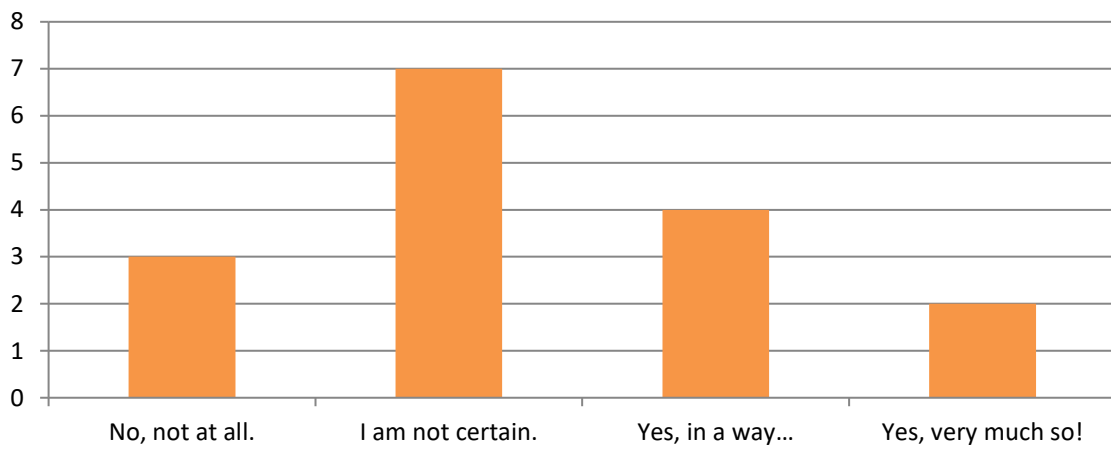
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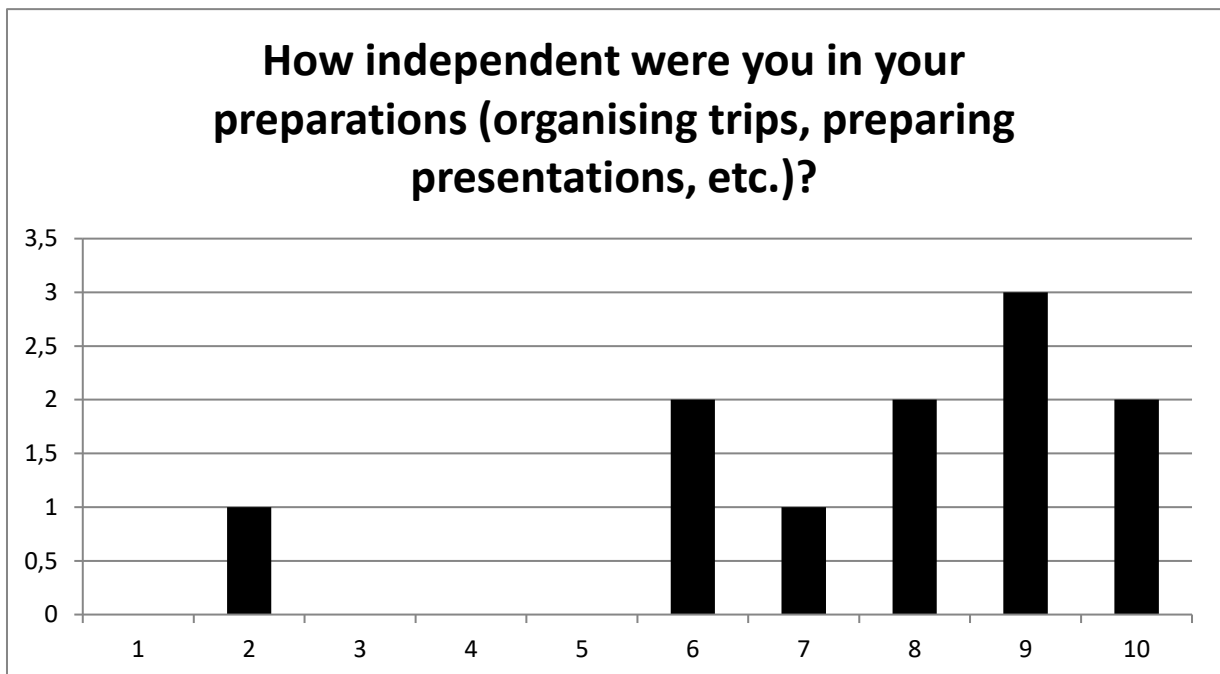
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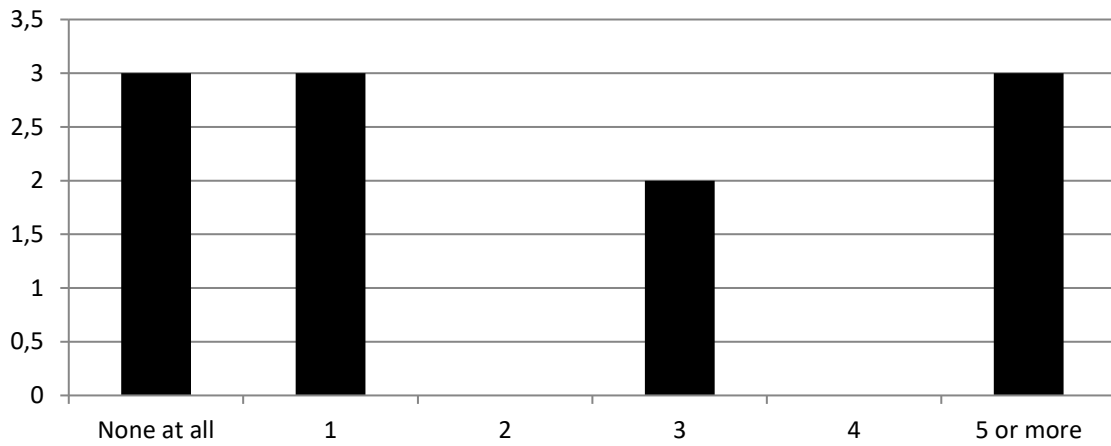
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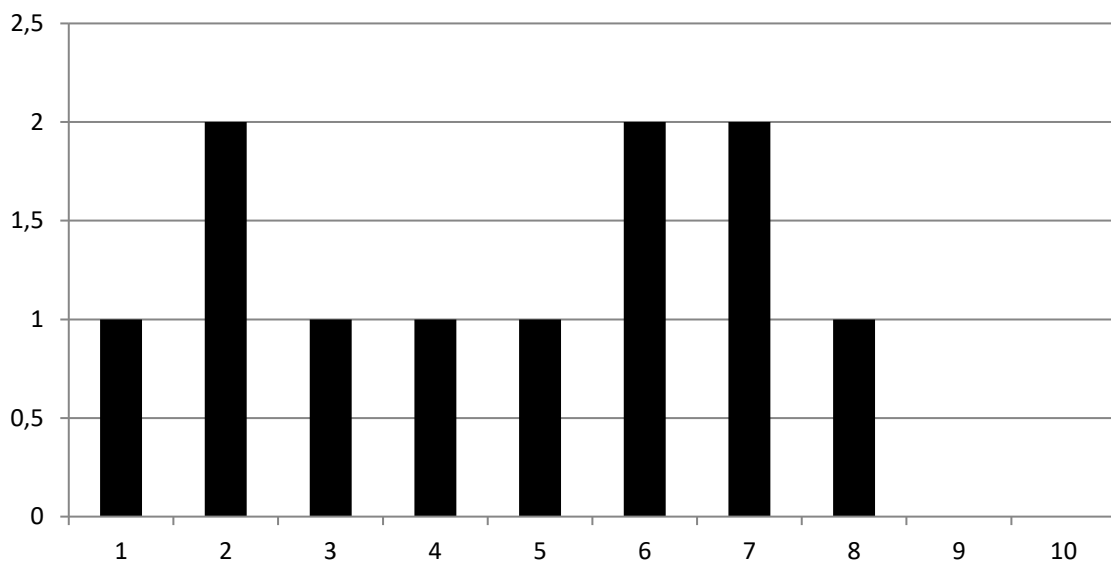
Results for Mariengymnasium Jever (Germany)



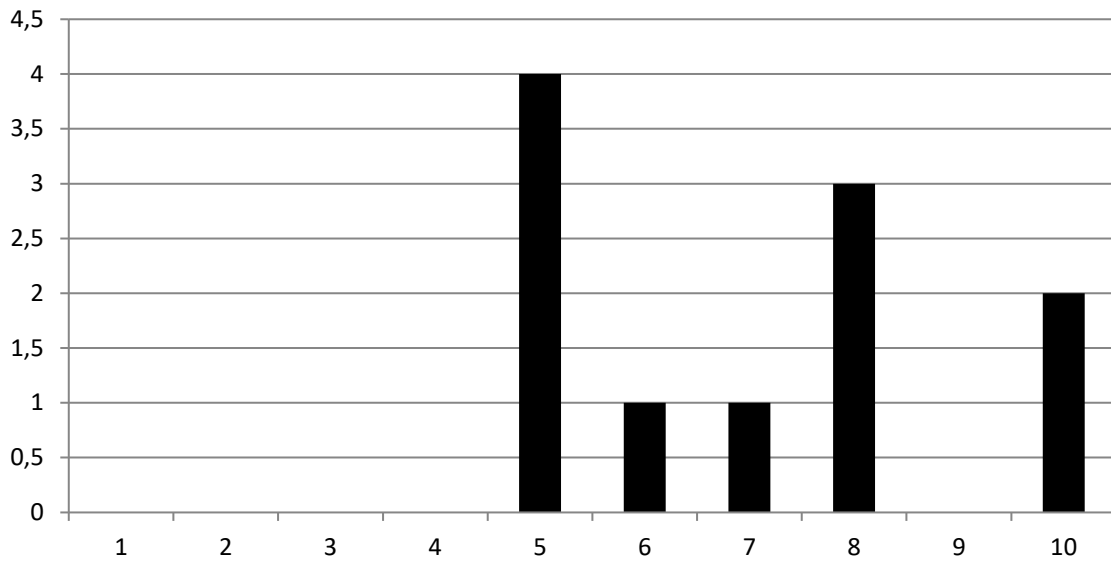
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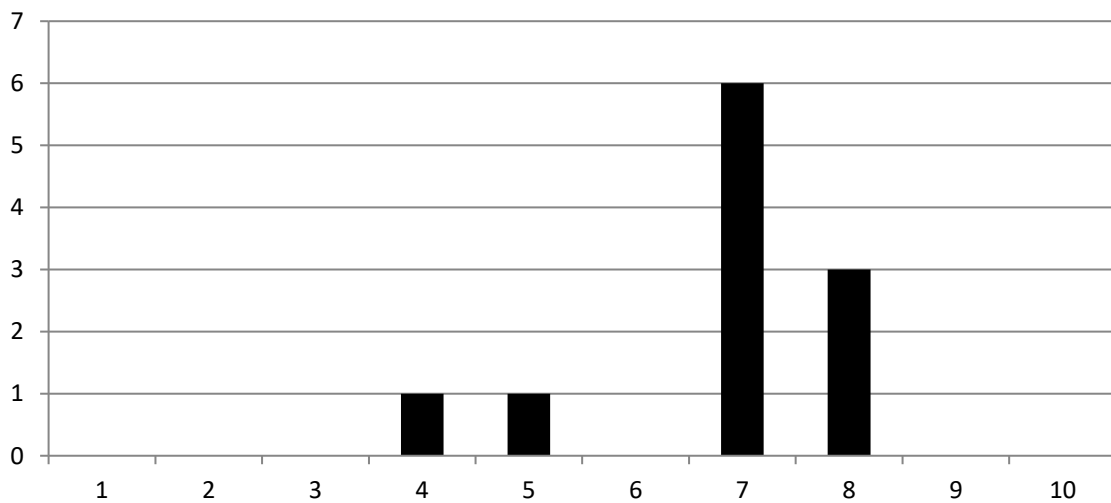
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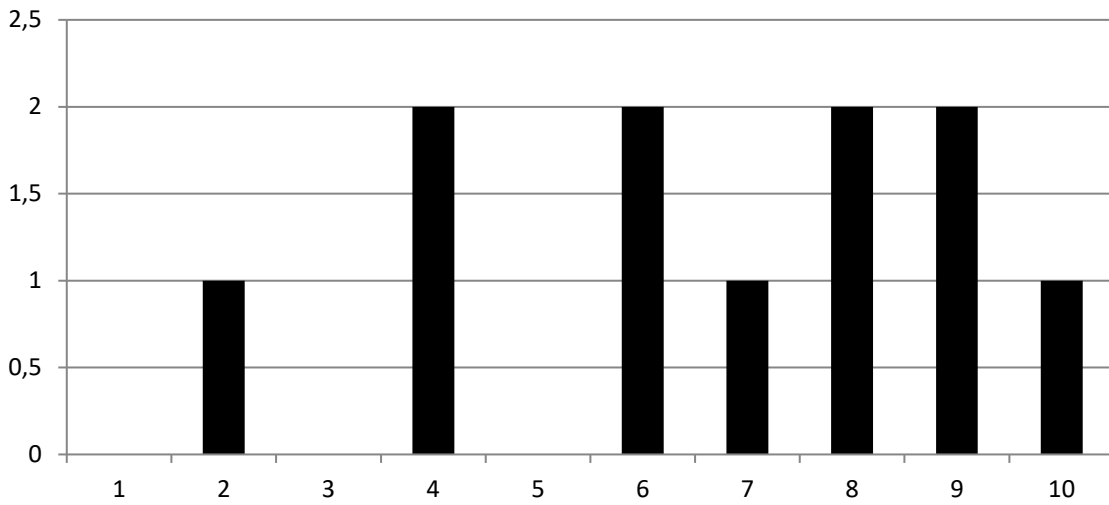
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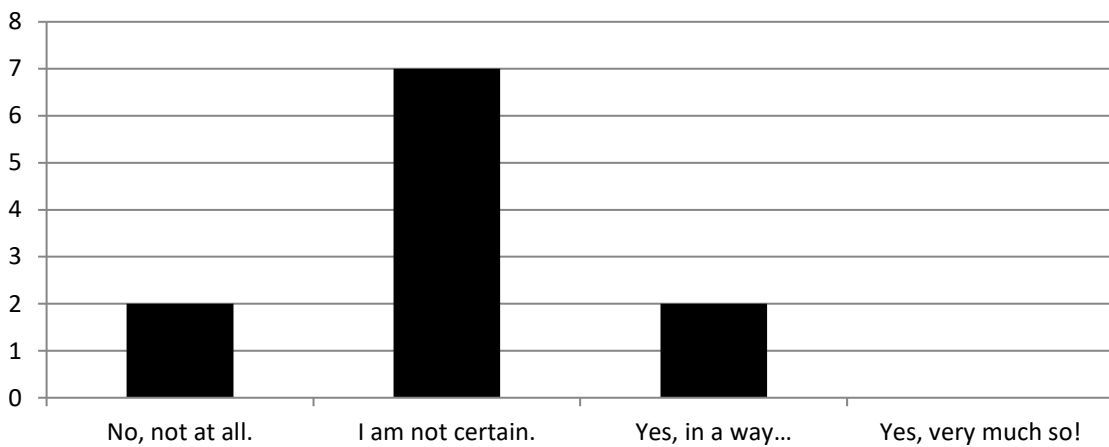
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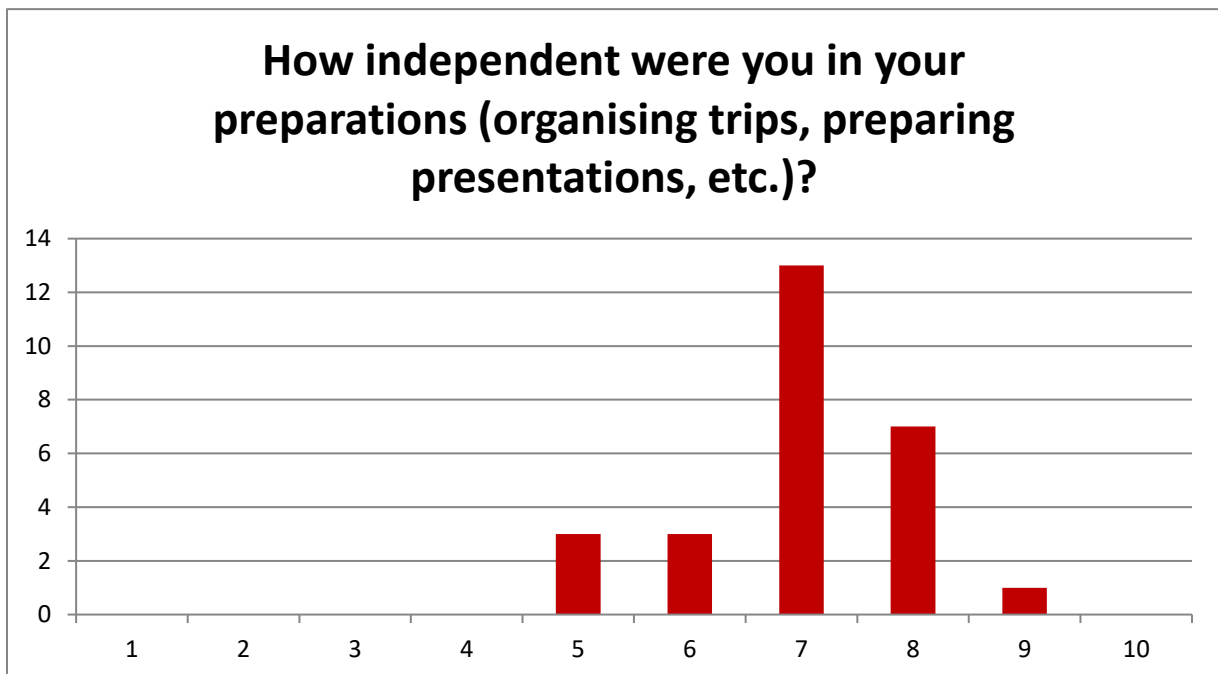
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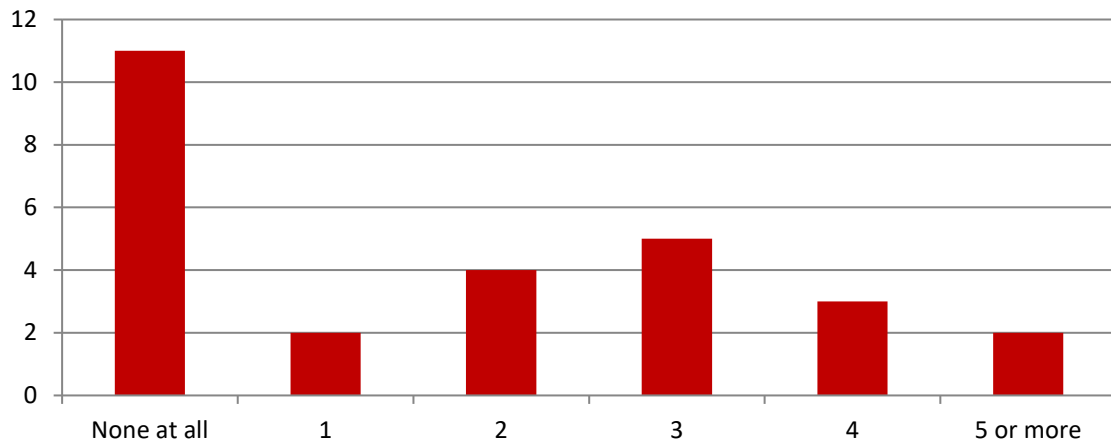
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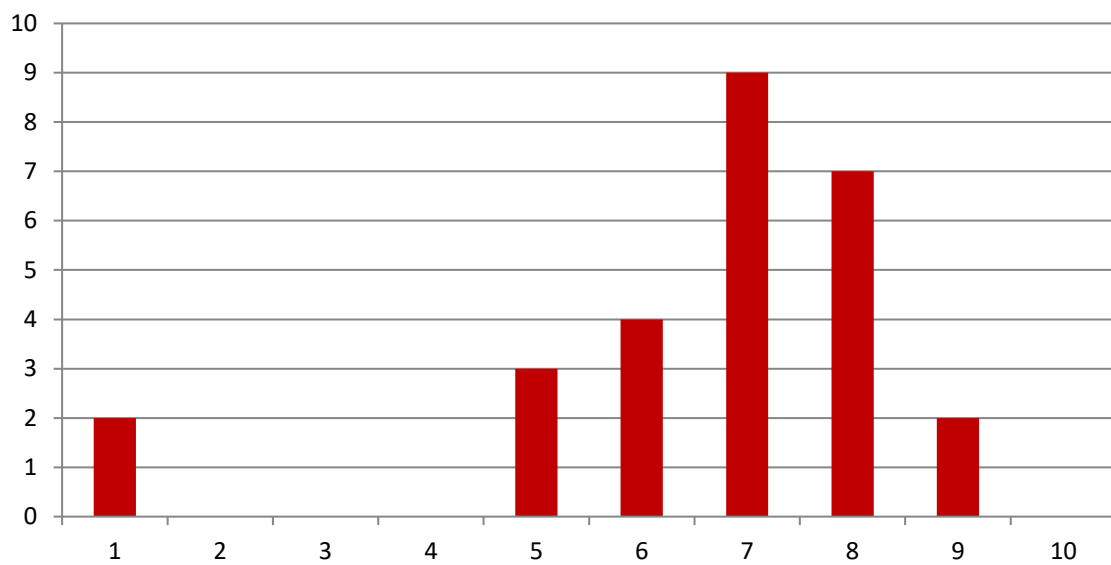
Results for IES Padre Feijoo (Spain)



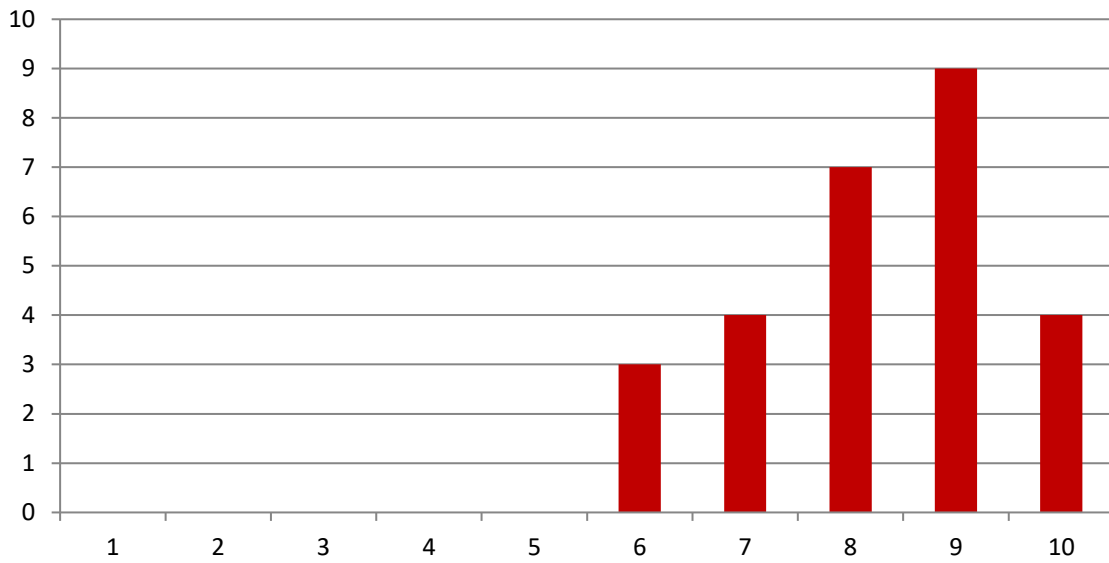
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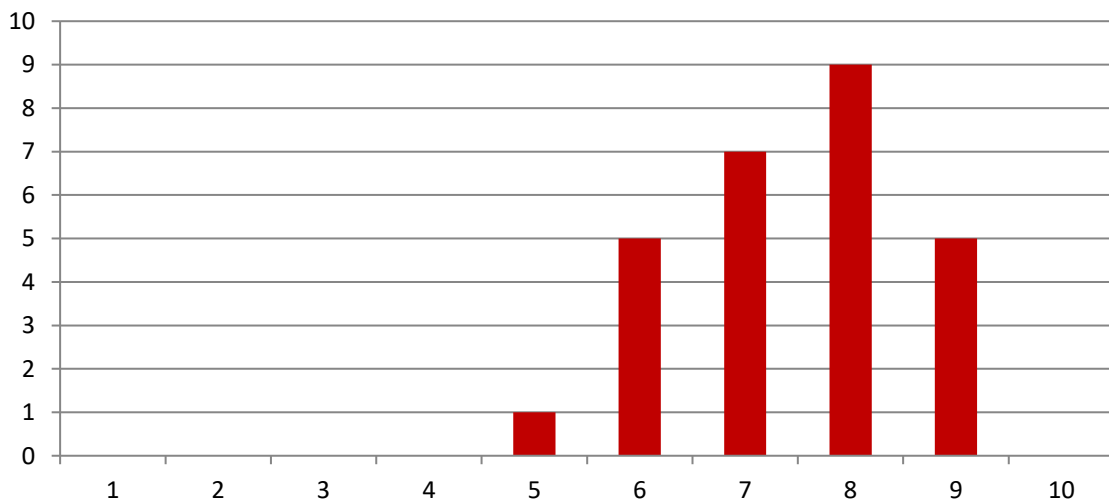
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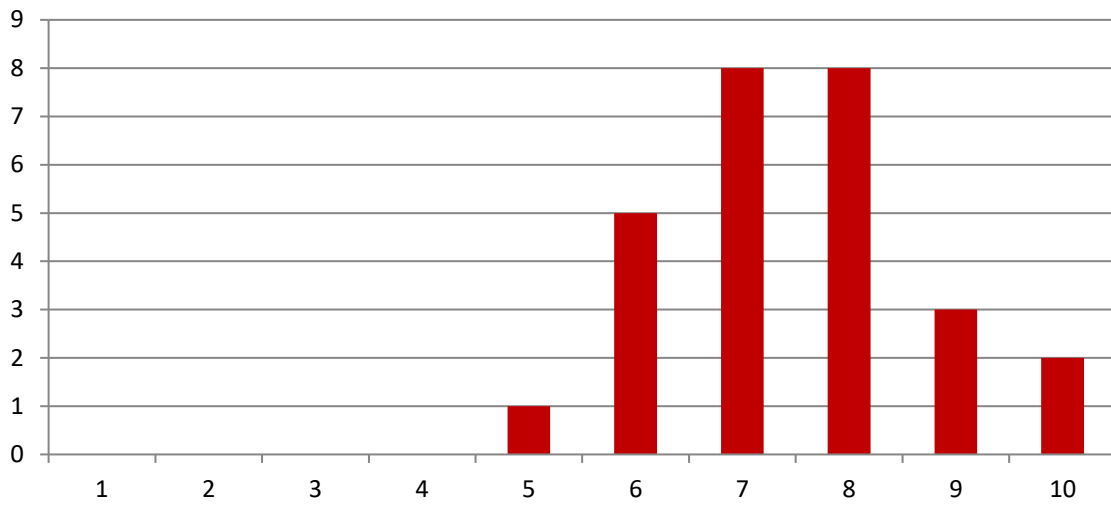
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