



UNIVERSITÄT
DUISBURG
ESSEN

Offen im Denken

Evaluation report
EUROPER

Introduction

EUROSOC#DIGITAL has successfully completed the project “European Perspectives – EUROPER” supported by the European Commission under the Erasmus+ programme (2016-2-DE04-KA347-014398, implementation period: September 2016 to August 2017). The project had three central objectives: First, to enable a dialogue between young people and decision-makers. Second, to create a European perspective and third, to activate young citizens. For the purpose of evaluation, a questionnaire was distributed to the project participants during the project days held from November 2016 to June 2017. The questionnaire is attached to the appendix. A total of 571 pupils responded to the survey, which accounts for reliable results. The survey contained 24 closed-ended and two open-ended questions and additional three closed-ended questions on social demographic information. The majority of the closed-ended questions was answered with a 5-point Likert scale. “Prefer not to say” answers were treated as missing and excluded from the data. The following report summarises the participants’ responses. For the complete results, please refer to the appendix.

1. Structure and outline

The first part of the survey was dedicated to the structure and outline of the project days. It contained four closed-ended questions. The survey reveals that the goals of the project days were made clear to a huge majority of the participants (85.5%). More than half of the pupils (53.8%) said that they had already felt familiar with the European Union before the project days. However, only one out of ten respondents (9.4%) stated that s/he had already known something about the asylum policy of the European Union before. In addition, only one third (34.2%) reported that s/he had refuge and asylum as a topic in class before.

2. First day of the workshop

The second part of the survey examined the course of the first project day. It contained two closed-ended questions. The first question asked participants if the content of the first day has been presented in an understandable way. An overwhelming majority of 90.3% agreed. In addition, 83.5% of the participants underlined that they could easily follow the course of the first project day.

3. Second day of the workshop

The third part of the survey examined the course of the second project day. It contained three closed-ended questions. An impressive majority of the pupils (95.6%) found the content of the simulation game presented in an understandable way. In addition, 93.3% of the participants underlined that they could easily follow the course of the simulation game. Almost nine out of ten respondents

(88.5%) agreed with the statement that there should be more simulation games in class.

4. Teaching staff

The fourth part of the survey focused on the speakers and moderators of the project days. It contained three closed-ended questions. A strong majority of the participants (94.7%) perceived the teaching staff to be well prepared. In addition, respondents also overwhelmingly agreed (93.5%) with the statement that the speakers and moderators showed real interest in the pupils' learning success. Finally, more than nine out of ten respondents (93.1%) found that the teaching staff was sufficiently available for queries or additional advice when needed.

5. Participants

The fifth part of the survey asked the pupils to reflect on their own performance during the project days. It also contained three closed-ended questions. More than three quarters of the respondents (75.5%) found that their peers followed the workshops with interest and attention. More than eight out of ten respondents (88.3%) also claimed that most of the pupils participated actively in the simulation game and that they played their roles seriously (81.9%).

6. Competencies

The sixth part of the survey concentrated on the acquisition of competencies. It contained four closed-ended questions. An overwhelming majority of the respondents (94.7%) stated that the project days helped them to better understand the functioning of the European Union. With regards to the specific topic of refuge and asylum, nine out of ten respondents (90.9%) said that they now understand this topic better much better. Pupils also improved their overall competencies. Almost three quarters of them (73.3%) said that the project days have improved their ability to better argue and discuss in political debates. Finally, a majority of the respondents (44.1%) stated that the project days have changed their attitudes towards refuge and asylum.

7. Tools

The seventh part of the survey asked the pupils to make a judgement about the quality of the provided tools for preparation of the simulation game. It contained two closed-ended questions. Almost three quarters of the participants (74.2%) found the handbook of the simulation game useful. Almost eight out of ten respondents (77.4%) stated that the role cards allowed them to take part actively in the simulation game.

8. Social demographics

The eighth part of the survey focused on social demographic information. It contained three closed-ended questions. Two multiple-choice questions for information on school type and year with eight respectively two options. Finally, one gender question was posed with once again two options. More than half of the participants (53.4%) came from a grammar school (Gymnasium), while almost one fourth (24%) attends an integrated school (Gesamtschule). Pupils from vocational school (Berufsschule) follow with 9.9% and from middle school (Realschule) with 6.3%. The share of pupils from private school (Privatschule) is 3.7% and 1.8% from secondary school (Sekundarschule). Secondary modern school (Hauptschule) and special-needs school (Förderschule) are also mentioned but the percentages are only 0.6% respectively 0.2%. Two thirds of the participants (68.5%) were pupils from lower secondary level, while one third (31.5%) was from higher secondary level. The majority of the participants was female (55.1%).

9. Overall evaluation

The ninth and final part of the survey asked the participants for an overall evaluation of the project days. It contained three closed-ended questions and two open-ended questions. Asked if the requirements were appropriate, the approval rate was 90.6%. A clear majority of the respondents (72.9%) said that the project days helped them to significantly improve their knowledge. Almost nine out of ten participants (89.3%) evaluated the project days positively. More specifically, 42.4% of the respondents regarded them as good, while 46.9% found the project days being very good. The answers to the open-ended question, what aspects of the project days the participants did like most, reveal the outstanding importance of the simulation game. Among 330 items, it was referred to 182 times. For example, one pupils' statement reads as follows: "I found it nice to be introduced to a very current topic in such a way and to slip into other roles. My attitude towards refugees has changed to a positive." It must also be stressed that 20 pupils highlighted their satisfaction with everything. Finally, the participants also gave 190 answers to the open-ended question of what could be improved in the future. Here, the first day was referred to 47 times. For example, one pupil left the following remark: "On the first day, we did something that has already been addressed in class before. So there was little new for us." Once again, it must be emphasised that 34 pupils stated that nothing could be improved.

Final conclusion

Generally speaking, the impact of the project was quite significant, judging by the feedback received from the participants. Especially the simulation game – as a central part of the project activities – met the general approval of the pupils.

The two-day workshops were therefore deemed satisfactory. The participants gained deeper insights into the functioning of the European Union. They now better understand the origins of the current refugee crisis, the corresponding asylum policy of the European Union and its national implementation. The experience of the project days also significantly changed the pupils' attitudes towards refuge and asylum. Finally, the project activities also increased the pupils' confidence to participate in political debates and to claim their right to speak.

To conclude, the central objectives of the project have been achieved thanks to a smart combination of informative workshops with an interactive simulation game that engages young people in a constructive dialogue about the European Union and its future asylum and migration policy.