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Joint report on the experimentation of the model by the second target group, with focus on the activities of the toolkit and the results of the final trial evaluation questionnaire

7th PROJECT RESULT

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INTRODUCTION TO THE MODEL AND ITS PILOTING

This report offers a concise overview of the TCE Skills model and a detailed comparative analysis of its experimentation, conducted on a second target group in Poland, Italy and the Czech Republic.

The “TCE SKILL - Transversal Cultural Experiential Skills” project, part of the Erasmus Plus Programme, was conceived with the aim of creating and testing an innovative experiential training model, capable of being adapted and integrated into the education systems of the participating countries and, in the long term, of other realities in Europe. The focus of the project is the use of cultural heritage as a tool to develop transversal skills in young people, an approach that aims to prepare students to face future challenges with a solid foundation of skills useful both in everyday life and in the work context.

The TCE Skills model consists of four main elements: an e-learning course, storytelling activities, a Toolkit and a final questionnaire for the evaluation of the experience. The e-learning course has been implemented to provide a solid and interactive theoretical basis, while the storytelling activities aim to stimulate students’ creativity and communication skills. The activities of the Toolkit are instead focused on the practical application of the skills acquired, offering concrete and contextualized experiences. Finally, the final evaluation questionnaire was used to collect detailed feedback from the participants, providing the Partners with essential data for the analysis of the functionality, engagement and effectiveness of the model.

The experimentation of the TCE Skills model involved target students from three European countries: Poland, Italy and the Czech Republic. The choice to include participants of different nationalities has made it possible to obtain a complete and varied vision of the effectiveness of the model in different cultural and educational contexts. This diversity helped to strengthen the validity of the results obtained and provided valuable insights for adapting the model to the specific needs of each context.

The report has the following objectives:

1. Assess the learning level of the e-learning course through the results of the quizzes.
2. Analyse the impact of the Toolkit activities on students' learning and soft skills development.
3. Examine the feedback from the final questionnaire, in order to measure student satisfaction and their perception of the added value offered by the model.
4. Identify the strengths and areas for improvement of the model, in order to contribute to its continuous refinement.

The experimentation of the TCE Skills model was divided into several phases. Initially, students participated in an e-learning course that provided a solid theoretical foundation on soft skills and the importance of cultural heritage. At the end of each module, they measured their level of learning by answering quizzes, which also allowed the Partners to collect quantitative data on the actual improvement of the knowledge acquired through the course.

Subsequently, through storytelling activities, the students had the opportunity to express the skills assimilated in a creative way, developing their storytelling and communication skills. Users were guided by teachers in writing stories and reflecting on their own growth path, using different storytelling techniques to improve self-assessment and the development of soft skills. The "Storytelling" exercise proved to be a rich and stimulating learning experience for all participants. Through the interpretation of different roles, the students had the opportunity to bring into play and develop different skills: communicative, creative, critical thinking and cooperation. The details of this activity are collected within the final report of the fifth project result.

Subsequently, the Toolkit laboratories were a key part of the experimentation. These activities have been designed to be highly interactive and practical, allowing students to put into practice the skills acquired in real or simulated contexts. The Toolkit includes specific exercises for each of the five key competences: digital competence, communication competence,

critical and creative competence, social and emotional competence, and organisational and management competence. Each group was able to freely choose which task to work on. This report presents the observations deriving from the active monitoring that was made by researchers and teachers during the course of the workshops and from the concrete results developed by the students.

At the end of the experimentation, the target groups evaluated the work of the Partners, expressing satisfaction and contributing to the continuous growth of the program. All of them were given a final evaluation questionnaire to collect detailed feedback on their experience. The questionnaire included questions on various aspects of the model, such as the quality of the e-learning course, the usefulness of the storytelling activities, the effectiveness of the Toolkit activities and the general perception of the value of the TCE Skills model. The direct impressions of the participants provided a critical judgment essential to the refinement of the model.

The TCE SKILLS model kit represents a unique opportunity to acquire transversal skills that can be spent in different areas of life. The experiential approach and the use of cultural heritage make this training course stimulating and engaging, offering participants an innovative key to personal and professional growth.

The TCE Skills course aims to be not only useful, practical, expendable and replicable, but also captivating; these are the motivations that prompted the Partners to approach young people by involving them directly in the experimentation of the training course and its improvement.

PERFORMANCE ANALYSIS, RESULTS AND FEEDBACK

This section aims to examine in detail the effectiveness of the TCE Skills training model. The data collected include both quantitative results, deriving from the final quizzes and participation monitoring, and qualitative feedback obtained from the trainers' observations and participants' evaluations through a final questionnaire. The analysis of the data makes it possible to compare the effectiveness of the model in different cultural and educational contexts, highlighting strengths and areas for improvement to optimize the future implementation of TCE Skills. The aim is to provide a critical and comparative estimate of the performance and results obtained, as well as the feedback received from the participants, to ensure a continuous improvement of the training model.

Target groups

The second STAL target group consisted of 20 students aged 15-16, including 19 footballers and 1 table tennis player, all attending a sports school.

Edotto, in Italy, involved 29 students from the Liceo Classico F. Frezzi in Foligno, divided as follows: 25 attending class III and 3 attending class V.

Finally, the new target group identified by ITM consisted of 29 Czech students from various high schools.

Each of the three target groups showed unique characteristics and faced different challenges during the testing of the model, however always showing a good level of involvement and organization, with effective task and role management.

E-learning

The TCE Skills e-learning course is divided into four training modules, each dedicated to a fundamental aspect of transversal skills:

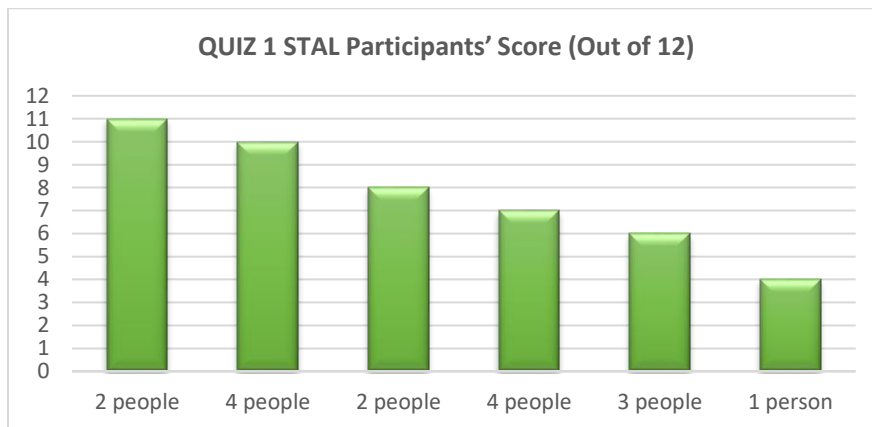
1. **Collaboration:** explores the importance of teamwork, with an emphasis on brainstorming ideas and co-creating innovative solutions.
2. **Communication:** aims to improve communication skills in various areas, both private and professional.
3. **Critical Thinking:** encourages a rational and independent approach to the analysis of information and situations, offering valid tools for a thoughtful and autonomous evaluation.
4. **Creativity:** explores techniques for applying creativity effectively, both in problem-solving and engaging storytelling.

At the end of each module, there are various quizzes aimed at assessing the students' learning level and ensuring an understanding of the key concepts covered. The evaluation of the progress of the training course, especially with regard to the theoretical modules and related quizzes, required the analysis of several parameters. Student participation and engagement were considered, through quantitative data provided by platform monitoring and qualitative data obtained from trainers' and learners' feedback. The final quizzes of the modules allowed an assessment of theoretical understanding, preparing students for the practical application of transversal skills through the activities of the Toolkit. The frequency of use of the course material, the time spent, the ease of use of the platform and the learning experience were carefully monitored. This detailed assessment provides a comprehensive view of the effectiveness of the online soft skills training course and allows you to determine the ability of the course to meet the needs of a specific target audience, as well as its readiness to adapt and incorporate improvements to optimize its inclusiveness, incisiveness and overall attractiveness of the pathway.

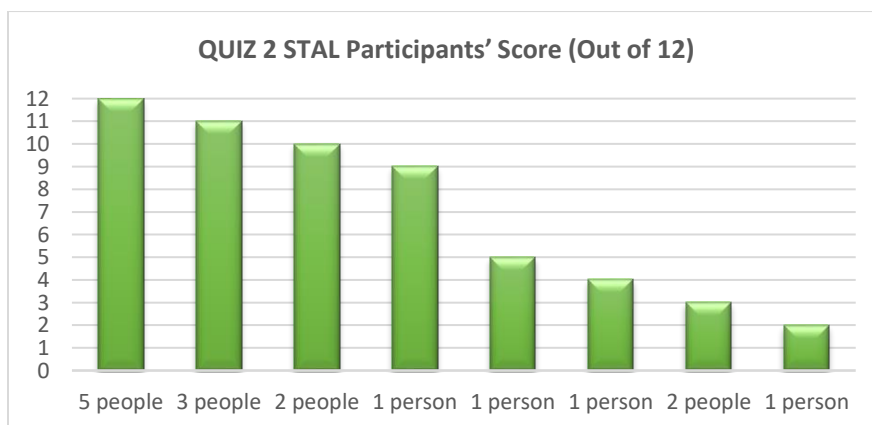
Below are the results of the end-of-course quizzes in order to assess the comprehension of the contents and the improvement of the skills of the students of the second target group in the key areas of training.

Poland

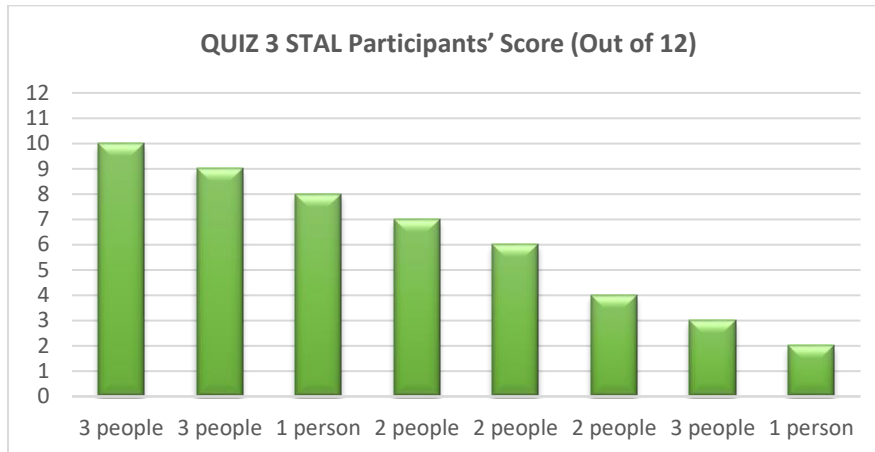
1. **Collaboration:** no student obtained the maximum score of 12 points, despite attending a sports school, where collaboration is essential.



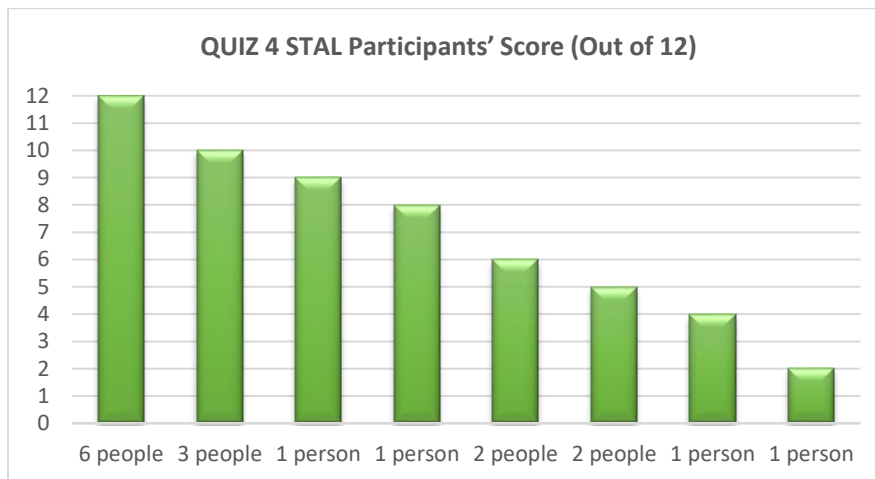
2. **Communication:** five students obtained the maximum score, demonstrating a good understanding of communication styles and interferences.



3. **Critical thinking:** this quiz was more challenging, and the scores were generally lower, suggesting the need to further develop this skill, perhaps by revising the contents of the module in a simplified way.



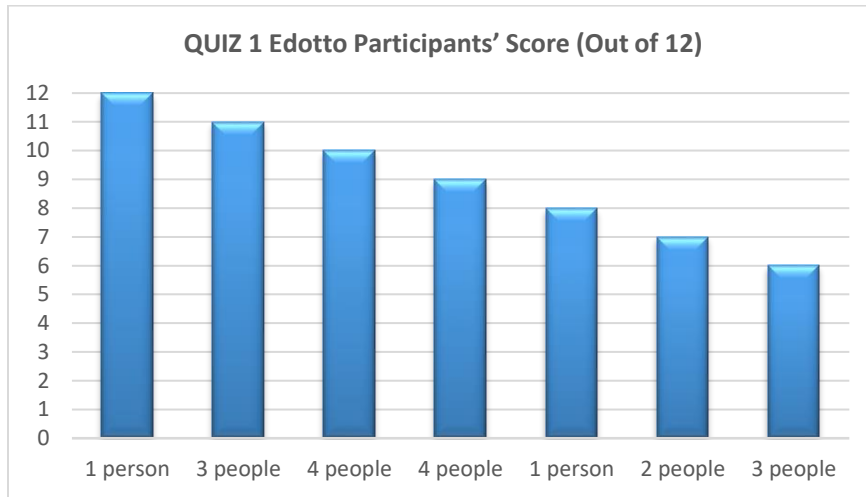
4. **Creativity:** again, five students scored the highest score, indicating that they are well aware of the importance of creativity in everyday life.



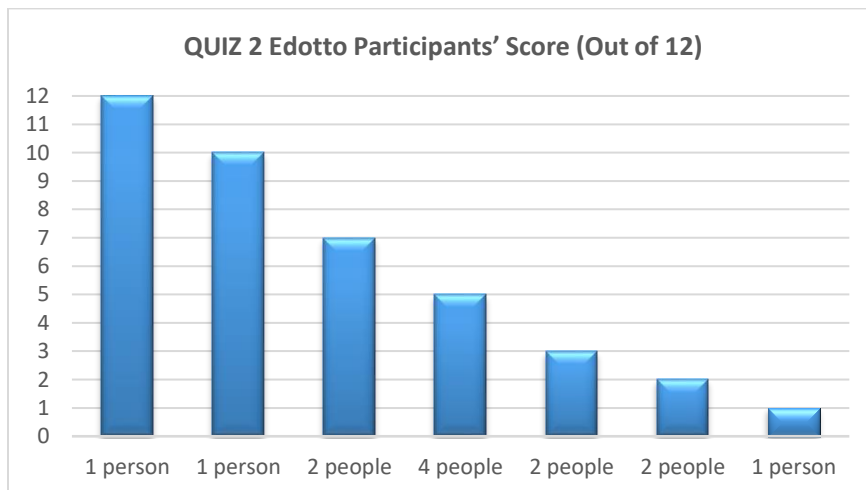
According to the scores obtained by the Polish students on the quizzes, the model seems to work well for developing communication and creativity skills, but it may need adjustments to improve collaboration and critical thinking skills.

Italy

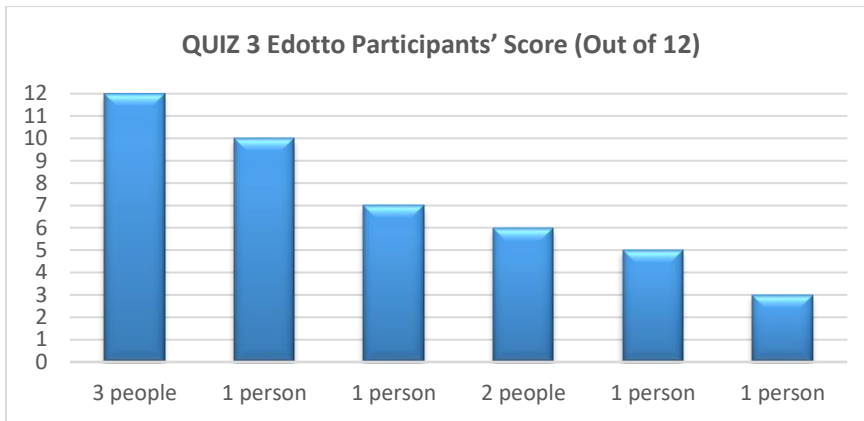
1. **Collaboration:** one student scored a perfect score of 12, with other participants scoring highly. However, a high number of participants did not complete the quiz, suggesting the need to stimulate participation more.



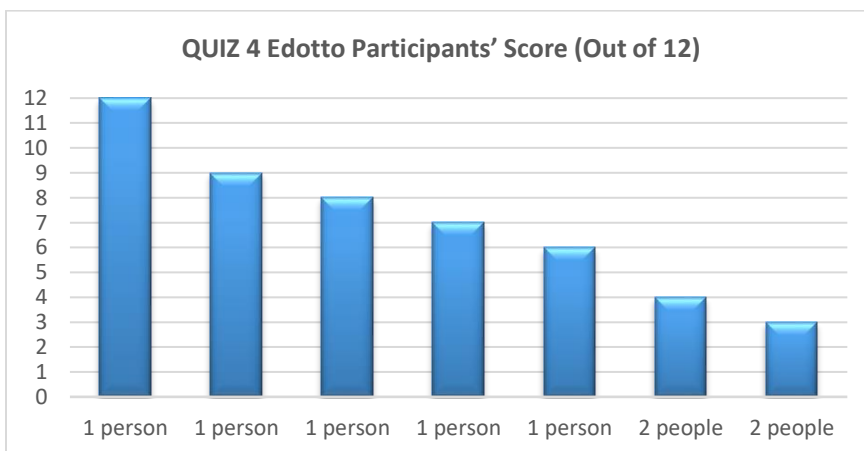
2. **Communication:** here too there is a significant variation in scores. Some participants excelled while others showed difficulties.



3. **Critical Thinking:** scores vary, with some students getting the most out and others demonstrating difficulties.



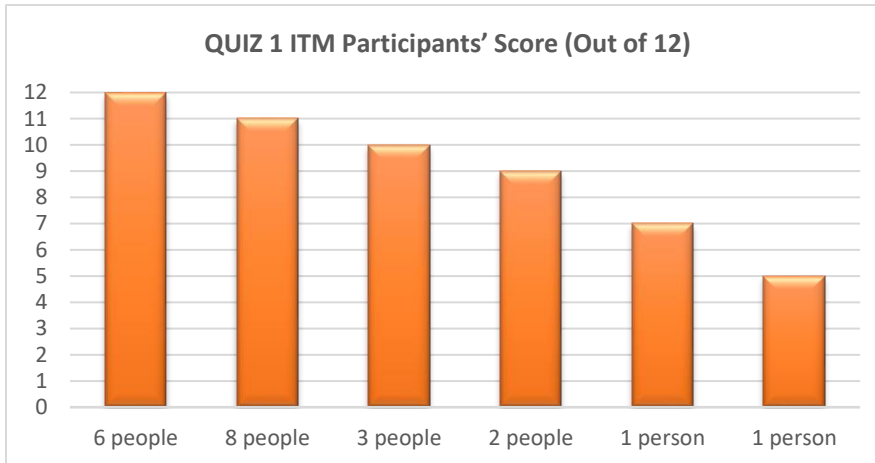
4. **Creativity:** there is a significant distribution of scores in the creativity quiz as well, with some participants scoring very high and others demonstrating limited understanding.



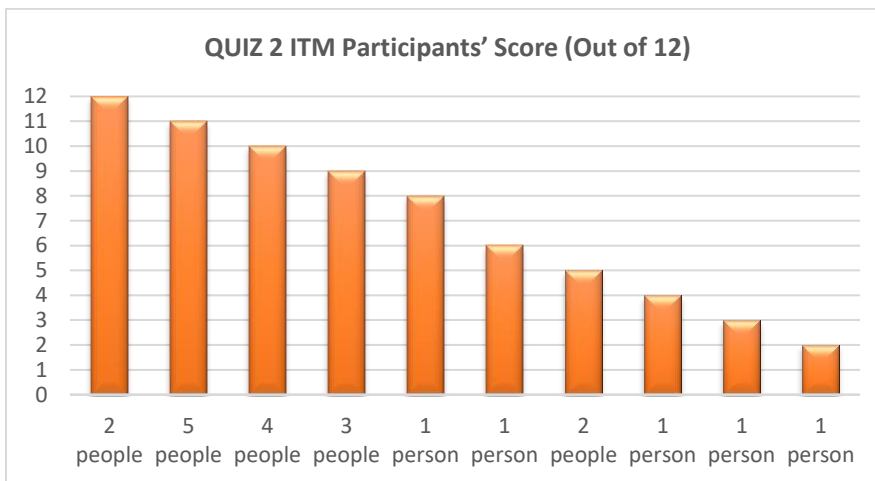
The model in Italy seems to face significant difficulties in student engagement. Although some excelled, the lack of participation of many suggests that work needs to be done to better engage all students, not so much in the courses, but in the final quizzes.

Czech Republic

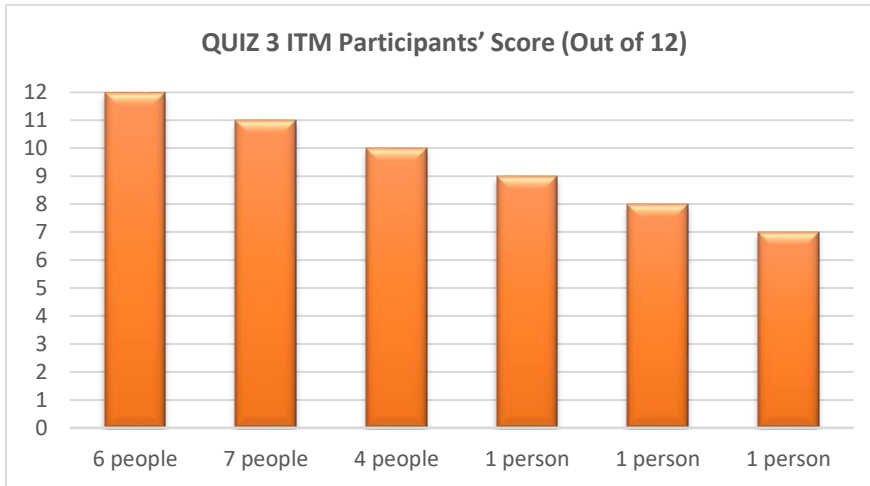
1. **Collaboration:** six students scored the maximum score, but there is variation in results with some lower scores (7 and 5), indicating the need for clarification.



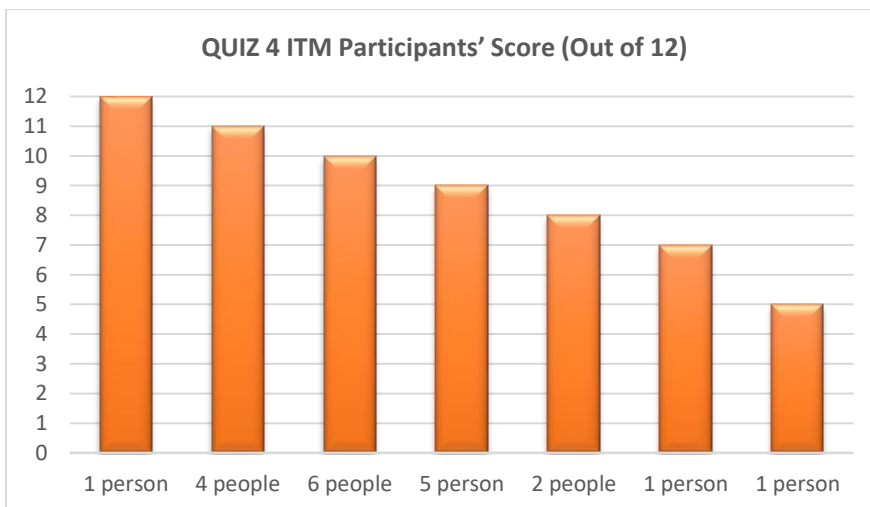
2. **Communication:** the results show a varying distribution of scores with some students receiving very low scores. This indicates the need to deepen or simplify some explanations.



3. **Critical Thinking:** most students scored well, although some may need to review the training material a second time.



4. **Creativity:** Scores range from 12 to 5, with additional support required for some students.



The model seems effective for most Czech students, but there are still areas that need improvement, especially when it comes to understanding communication and creativity.

Comparing the results of the three groups, it emerges that students from Poland and the Czech Republic demonstrated a good understanding of the topics of communication and

collaboration, but both groups could benefit from a greater focus on critical thinking and creativity. In Italy, the variability of results and the lack of participation indicate that, despite some students excelling, there is a systemic problem of involvement that needs to be addressed.

According to the first phase of the experimentation, the educational model seems to have a positive impact, but needs country-specific adaptations to ensure uniform involvement and improvement of skills where they are most lacking. The difficulties encountered could be attributed to several factors. First of all, they could be due to the fact that the groups identified in this phase were also composed of subjects with reduced cognitive abilities, affecting the learning ability and the consequent evaluation of the modules themselves. In addition, the second experimentation may have coincided with a period of difficult agreement with the school commitments of the students, who had to promptly reorganize their priorities so as not to neglect activities and tasks already scheduled. In addition to this, certainly, a greater effort must be made by Partners and educators to make e-learning training more attractive.

Toolkit

The Partners have developed a kit of activities for the experiential learning of students considering the key topics of the project and those addressed in the e-learning training. The kit includes five workshop exercises that encourage participants to put into practice the skills acquired. Through the proposed activities, the kit explores the following soft skills:

- Digital competence,
- Communication skill,
- Critical and creative thinking competence,
- Social and emotional competence,
- Organizational and managerial competence.

A spokesperson was elected from each target group participating in the piloting of the Toolkit activities, responsible for assigning roles and tasks, thus ensuring that the exercises were completed on time. To clarify the objectives of the workshops and facilitate the students' independent work, face-to-face meetings were organized between Partner researchers and trainers or teachers to discuss the traces of the kit.

At the end of each activity, the students drew up a short report to describe the methods of carrying out the work and the role of each member of the group. This also allowed the Partners to evaluate the organization of the teams and the active involvement of each student. Direct contact with the teachers who guided the students also ensured continuous monitoring of the work, ensuring its timely delivery.

Interactive Map of the Cultural Heritage of your city

The first activity of the Toolkit concerned the development of an interactive map of the cultural heritage of one's city. This exercise aimed to strengthen students' digital skills,

encouraging them to effectively and responsibly use information and communication technologies to search, process, produce and share information.

In Poland, a group of three students worked on creating an interactive map of the city of Rzeszów. The work began with extensive research on the city's areas of interest, including monuments, museums, historic buildings and restaurants, using the Internet. The information gathered was used to create an interactive map using "Google Maps", which included detailed descriptions of the selected places. The group's goal was to promote Rzeszów as a tourist destination and discover new places of interest through the map. The students demonstrated excellent cultural, interpersonal, digital and communication skills within the working group, resulting in an interesting final product.

In Italy, the group of four students created an interactive map of Foligno using Google My Maps. Their experience was enriched by a strong interest in their city, which facilitated their commitment and curiosity towards the project. The students showed enthusiastic participation and a profound rediscovery of the city's cultural and artistic heritage. Familiarity with local places and passion for the history of Foligno contributed to a smooth and engaging execution of the task, reflecting a high level of motivation and knowledge of the area.

In Romania, the group of three students chose to focus on the historic center of Prague, opting for the discovery of places less known to tourists. They used Google My Maps to create an interactive map with images and descriptions of these hidden places. This choice allowed them to explore and present lesser-known gems of the city, demonstrating a capacity for in-depth research and an eye for detail. The experience was characterized by an innovative approach and the creative use of digital resources to highlight lesser-known aspects of cultural heritage.

The experiences of the groups in the three countries show different but complementary approaches to exercise. Poland offered an overview of the city of Rzeszow, Italy celebrated the local heritage of Foligno, and Romania explored hidden gems of Prague. Each group leveraged their resources and expertise to successfully carry out the activity, demonstrating

the effectiveness of the Toolkit in promoting digital skills through the exploration of cultural heritage.

Podcast about a historical, artistic, musical or sporting figure

The second track of the Toolkit concerned the creation of a podcast on a historical or artistic figure of the territory, aimed at developing communicative competence, i.e. the ability to express oneself clearly, coherently and appropriately using different languages and means.

The Polish group, made up of three students, has chosen to focus on Robert Lewandowski, the famous Polish footballer, considered an emblematic example of the successful sportsman. Their experience was divided into several phases: selection of the subject, collection of information mainly online and through personal acquaintances, writing of the script and recording. After recording the podcast in a quiet classroom with a phone and making the necessary edits using the www.audio-joiner.com website, they shared the finished product with their peer group to get feedback.

In Italy, the group of five students followed a similar process but with some significant differences. The participants chose Luisa Spagnoli, known for the Bacio Perugina and for the clothing chain, as the subject of their podcast. Their process was divided into three main steps: topic selection, source research and analysis, and recording via the iPhone Memos app. This approach gave them a solid foundation to develop and present the podcast, which was subsequently listened to and evaluated by peers.

The Czech group, made up of three students, chose Jaromír Jágr, a famous hockey player, as the protagonist of their podcast. Like the Polish students, they gathered information regarding the subject's life and career and recorded the podcast in a quiet classroom using a phone. Again, the changes were made via an online tool and the final podcast was submitted to feedback from other students.

All three groups have chosen leading figures at the national level, reflecting the different cultural dimensions and prevailing interests in each country: the Polish footballer, the Italian historical figure and the Czech hockey player represent distinctive and relevant aspects of their respective cultures.

The process of creating the podcast was relatively similar for all three groups, including choosing the subject, researching, writing the script, and recording. The Italian group, however, has paid more attention to the search for reliable sources, emphasizing a more analytical approach than the others. The use of recording and editing tools also varies while the Polish and Czech groups used a phone and online tools for editing, the Italian group used an iPhone-specific application, highlighting a slight deviation in the technologies adopted.

All groups included a feedback phase, which is essential to evaluate and improve the quality of the final podcast. This step was particularly useful for honing communication skills and making adjustments based on peer opinions.

[Review of a film or book related to the Cultural Heritage of your country](#)

The third activity of the project concerned the writing of a review of a film or a book that was related to the cultural heritage of the reference country. This exercise aimed to develop and practice critical and creative competence, i.e. the ability to think independently, logically and originally, and also helped to improve language competence, i.e. the ability to understand and produce oral and written texts.

The Polish group chose a film about the history of Rzeszów, suggested by one of the students who had already seen it and considered it particularly relevant to the local cultural heritage. The review process began with the collective viewing of the film, during which the students took notes on various aspects of the film. After the viewing, each had the opportunity to express their opinions, while one of them recorded their observations. Two students then took care of the writing and revision of the review, taking into consideration the different

points of view expressed. Through this process, participants were also able to gain a greater knowledge of the history of their city.

The Italian group, made up of four students, adopted a collaborative approach to the selection of the film. Each member submitted a film, which was discussed and evaluated to determine which one was most in line with the requirements of the project. The film chosen was *Chiara* (2022), which tells the biography of a young woman fleeing to her friend Francesco, with a strong bond with Umbria and the figure of St. Francis of Assisi. The choice of *Chiara* was motivated by the significant presence of Umbrian locations in the film, including scenes shot in Bevagna, which added a cultural value to the review. After viewing, the group drafted and then revised the review, considering the importance of the historical and architectural details presents in the film.

The Czech group, made up of four students, selected the film *Pelíšky* (Cosy Dens), a coming-of-age story set during the Prague Spring of 1968. The film was chosen for its relevance in modern Czech history and for its depiction of adolescent issues. After viewing the film together, the students carefully discussed the elements to be included in the review. They drafted a first version, which was then revised and refined in groups. The final review was submitted to feedback from other students, helping to improve their work.

All three groups chose films that reflected significant aspects of their country's cultural heritage. In Poland, the film about Rzeszów served to explore local history, while in Italy *Chiara* highlighted symbolic places and figures of Umbria. In the Czech Republic, *Pelíšky* not only represented a crucial period in Czech history but also dealt with universal themes such as adolescence. Each choice has therefore emphasized a specific cultural connection, reflecting the peculiarities and cultural interests of each reality.

All groups demonstrated critical and creative skills by writing informed and well-structured reviews and reflecting a strong understanding of, as well as appreciation, of their country's cultural heritage.

Photo contest on the theme of emotions

The fourth track of the project concerned the organization and participation in a photo contest on the theme of emotions. This activity was intended to develop social and emotional competence, improving the ability to relate to others in an empathetic, collaborative and respectful way, as well as effectively managing one's emotions. In addition, it also aimed to strengthen intercultural competence, i.e. the ability to appreciate, understand and respect different cultures and perspectives, communicating appropriately in multicultural contexts.

In Poland, 16 students participated in the photo contest, starting with a brainstorming session to select the different emotions to depict. Among all, ten emotions were selected, which were associated with as many short descriptions based on personal experiences. Subsequently, each participant was assigned a specific role: from taking photos to guiding the poses, from setting up the scenography to selecting the shots. The photos were combined with their descriptions using Canva as an application; After that, the posters were printed and posted on the classroom bulletin board. A form was created on Google Forms and a QR code was generated for students to vote for the best photo. The exhibition lasted two days and saw the participation of 40 students from the school, who voted for the image that best represented the emotion. The winning photo was the one depicting enthusiasm, with almost 38% of the votes.

The Italian group, made up of 6 students, selected and took various photos, then chose ten based on group discussions and the emotional impact of the images. Each member of the group contributed to titling the photos according to the emotions represented. The selected photos were hung on the school bulletin board to allow all students to vote. The photo that got the most votes was the one depicting enthusiasm. The students also developed the promotional material of the exhibition through the use of the Canva program, which was added to their pdf presentation.

The Czech group, consisting of 5 students, also produced a total of ten photos, each with the name of the emotion portrayed and a brief description. The photos were displayed on the

school bulletin board, and all students had the opportunity to vote. After three days of voting, the photo depicting disappointment was elected as the winner.

All groups demonstrated organizational skills and participation in a thematic photo contest, even if the methods and technologies used for the creation and voting of the photos were different. The Polish group, for example, assigned specific roles for photography and pose guidance, and used Canva to combine photos and descriptions, showing detailed planning and practical use of digital tools. In Italy, the group used a similar methodology for the selection and display of photos but added a collective titling phase and created additional promotional material. The Czech group followed a similar approach but did not mention additional promotional activities or the creation of supplementary material. Each group adapted the activity to their own resources and preferences, showing a deep understanding of emotions and a commitment to intercultural communication and the management of social and emotional skills.

Virtual Exhibition on European Cultural Heritage

The last activity of the project concerned the preparation of a virtual exhibition on European cultural heritage, with the aim of developing capacity for planning, coordination and monitoring of activities and resources, definition of objectives and strategies, and results-oriented work.

The Polish group of 3 students chose to focus on Polish UNESCO sites. The activity was divided into two distinguish meetings: the first dedicated to researching information and the second to making the presentation using Power Point. Students demonstrated good collaboration skills and used online resources to gather information and images. The effectiveness of their work was evidenced by the speed with which they integrated missing information, demonstrating solid mastery of digital tools and a strong team spirit.

The Italian group, made up of 6 students, followed a process divided into two main phases. The first phase concerned the collection of ideas and sources for the design of the cultural itinerary, while the second phase focused on the creation of the virtual itinerary using PowerPoint. Each student chose a European country (Italy, Spain, Germany, France, the Netherlands and Greece) and attributed to each country a historical figure as a tour guide (Dante Alighieri for Italy, Salvador Dali for Spain, Napoleon Bonaparte for France, Ludwig van Beethoven for Germany, Anne Frank for the Netherlands and Socrates for Greece). Each student then researched the main historical monuments, museums and places of interest in their respective countries and included them in a virtual “journey”. A poster with hypothetical social contacts has also been created to get more information about the exhibition.

The Czech group, made up of 3 students, decided to focus the virtual exhibition on the Hradčany district, around Prague Castle. The neighborhood is known for its historic and monumental buildings, including St. Vitus Cathedral, the Old Royal Palace, Lobkowitz Palace, and the Dalibor Tower. The students prepared a PowerPoint presentation that included images and descriptions of these historical places, enriching the content with interesting and lesser-known information, both through their knowledge and through online research.

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All groups chose significant themes for cultural heritage. In Poland, the choice focused on Polish UNESCO sites, with the aim of promoting national tourism. In Italy, the group has taken a broader approach, including six European countries and historical figures to guide the tourist through a variety of cultures. In the Czech Republic, the focus was on a specific and iconic district of Prague, emphasizing its historical importance.

Each group achieved their goals by using digital tools to create engaging and informative experiences. They all used Power Point to create a virtual path enriched with illustrations and stories.

Final questionnaire

To complete the e-learning training and activities, each student was invited to fill in a final online questionnaire to assess the awareness of the target group with respect to their cultural heritage and personal characteristics. The questionnaire consisted of 32 open-ended questions, to which boys and girls were able to answer giving free rein to their creativity and without external influences. The comparative analysis of the feedback received allowed the Partners to understand how different cultures and national experiences can influence the perception and learning of the participants with respect to the five key competences identified (learning to learn, citizenship, leadership, teamwork and communication), while providing valuable indications for any improvements of the model itself. Below is a comparative analysis of their answers, question by question, highlighting similarities and differences between the groups formed by students from Poland, Italy and the Czech Republic.

To the first question, which asked them to indicate their strengths, the Polish students highlighted patience, creativity and reliability, while the Italian students mentioned kindness, empathy, creativity, altruism and collaboration skills. The Czech students emphasized mathematical skills, logic, patience, teamwork and empathy. Although all groups demonstrated a good awareness of their qualities, the responses suggest that Italian and Czech students place more emphasis on interpersonal skills, while Poles balance between technical and interpersonal skills.

The second question asked the students what struck them most about a painting. Italians have shown a strong appreciation for Klimt's "The Kiss", with particular attention to the use of colors and the representation of love. This indicates an artistic sensibility and familiarity with the work. Polish and Czech students, on the other hand, expressed mixed opinions, with varying reactions reflecting a more subjective perception of art. In addition, many Polish students had difficulty opening the link to the painting and were therefore unable to respond.

When asked about ideal characters, Polish students showed a preference for sports figures, while Italian and Czech students pointed to fictional characters such as those from Harry

Potter, with the Czechs also including real political figures. The differences in responses indicate that Italian and Czech students may be more influenced by fantasy fiction, while Poles, coming from a sports background, may find inspiration in tangible and real models of success, especially in sports.

Answers to the question of how to organize a surprise birthday party revealed good organizational skills in all groups, but with different nuances: Italian students emphasized creativity more, while Poles and Czechs focused on detailed planning.

Describing the last book read with an adjective, Italians mainly used positive terms, such as “intriguing” and “interesting”, suggesting a general appreciation for reading. The responses of their Polish peers and the Czechs were more varied, with a mix of positive and negative evaluations, with the use of expressions such as “scary”, “funny”, “boring”, “mysterious”.

Preferences for dream trips showed a strong inclination towards international destinations in all three groups, reflecting an open mindset and a shared desire to explore and discover new cultures. Common preferred destinations include the Maldives, Spain and the United States of America.

When asked about the last city visited, the students answered by indicating mostly national destinations, European capitals and, in a few cases, international destinations.

Film preferences reveal much about students’ cultural inclinations and personal tastes. Polish students prefer thrillers and horror, while Italians and Czechs prefer comedies, fantasy and science fiction films. The Polish target group’s penchant for more intense genres could be attributed to Poland’s strong tradition of arthouse cinema and suspense, which often tackles dark and complex themes. The responses of Italian and Czech students seem to reflect the desire for escapism and entertainment, prominent features in Italian and Czech cinema, known for its ability to mix humour and social reflection.

When asked about their favourite national singers, the answers of the Italian students were rather cohesive, with a predilection for the big names in Italian music. Singers such as Laura Pausini, Vasco Rossi and Tiziano Ferro have often been mentioned, showing how

contemporary and classical Italian music plays an important role in the lives of young people. Polish and Czech students provided more varied answers. In Poland, the music landscape is influenced by a variety of genres, from pop to rock, with artists such as Dawid Podsiadło and Daria Zawiałow representing the face of modern Polish music. The Czech responses reflect a diverse music scene that includes artists such as Lucie Bělá and Karel Gott, who have left a significant imprint on the national music culture.

The eleventh question asked what the main quality of a cooperative person was. The responses highlighted interesting differences between the groups. Polish students mentioned empathy and patience, Italians listening skills and teamwork, and Czechs communication skills and cooperation. Although all groups recognize the importance of relational qualities and emotional skills for effective collaboration, the emphasis varies slightly, reflecting different cultural priorities.

When students were asked to indicate an activity to be carried out regularly to respect the environment, all groups showed a strong commitment to recycling and energy saving. This indicates a growing ecological awareness among young people in these countries. Czech students, in particular, highlighted increased ecological awareness, citing not only recycling and energy saving, but also other sustainable practices such as the use of public transport and the reduction of plastic consumption, which could reflect stronger environmental policies in the Czech Republic.

Answers to the question of how they felt in an unfamiliar context revealed that Italians tend to feel curious and eager to explore, while Poles and Czechs show a combination of anxiety and interest. Curiosity is a quality that drives individuals to learn and grow, and it is essential in an increasingly globalized world. Anxiety, on the other hand, can be an obstacle, but if managed correctly, it can also be a driver to better prepare and face new challenges with greater determination.

Describing the protagonist of a children's story, all groups used positive adjectives such as brave, kind, and intelligent. This suggests that regardless of cultural differences, there is a

consensus on the core values that the protagonists of children's stories should embody. These positive values are universal and reflect the qualities that societies wish to instill in young people; Courage allows one to face challenges and fears, kindness promotes harmonious and compassionate relationships, and intelligence is seen as a quality that facilitates problem-solving and progress.

When asked what inspired strong emotions in them, Italian students pointed to the link they have with personal relationships and cultural events, while for Poles and Czechs, significant personal experiences, animals and academic achievements are sources of emotions.

The seventeenth question of the questionnaire concerned the social platforms preferred by students. The responses indicate a prevalence of Instagram in all national groups, reflecting a global trend among young people. In Poland and the Czech Republic, Instagram and Facebook are the most used platforms. These platforms allow students to stay connected with friends and share moments of their lives through photos and updates. In Italy, in addition to Instagram, TikTok stands out as the second preferred platform, suggesting a greater inclination towards short content and creative videos that characterize this app. Instagram emerges as the most popular social platform among all students, followed by Facebook and TikTok, highlighting current social trends and the way young people interact and consume content online.

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When asked when the best time to tell a friend about bad news, the majority of students in the three target groups said they preferred to wait for the right time.

Subsequently, it was asked to give a definition of taxis without the use of the words "car", "guide" and "city". Although some explanations were hilarious, the concept of individual, personalized, and paid public transport service often emerged.

The students then had to identify themselves in a kitchen tool. The majority of Polish students identified with useful and multifunctional utensils, such as the knife and spoon. Italians have shown a predilection for tools that require precision and creativity, such as the chef's knife.

The Czechs expressed a preference for practical and versatile tools, such as the spoon and spatula.

When asked how they organize themselves during the weekend to do homework, Polish students replied that they plan a schedule and stick to it, dividing tasks according to priority. Italian students devote the morning to the most difficult tasks and the afternoon to lighter tasks, leaving the evening to relax. The Czechs, on the other hand, make a to-do list, alternating study and breaks to maintain concentration. All groups show a tendency to organize their time methodically, but Italians prefer an approach that balances work with moments of relaxation.

The twenty-second question asked participants how they would behave if they had to pick up a friend to go to a party, but their scooter didn't start. Most students gave similar answers, with an emphasis on calling their parents or looking for practical and immediate alternatives, such as asking a friend for help, calling a taxi or using public transport. Not going to the party or trying to solve the problem on your own is a less common approach but still present.

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In the context of a group, preferences regarding taking the initiative or letting the majority decide vary between the three countries surveyed. In Poland, there is a division of preferences between those who are inclined to take the initiative and those who prefer to wait. In Italy, there is a slight preference for those who take the initiative, while in the Czech Republic there is a prevailing inclination to wait for the majority to decide.

On career choice, many students in Poland have not yet decided, but some already have a clear idea of pursuing specific careers such as medicine or engineering, reflecting an interest in stable and well-paid careers. Italian students showed a preference for creative and artistic professions, indicating a strong inclination towards art and self-expression. In the Czech Republic, scientific and technical professions were the most sought-after, suggesting a strong interest in STEM disciplines.

When students were asked to hypothesize planning a vacation with friends with differing opinions about the destination, the answers showed a common attitude towards compromise and the search for a solution that satisfies everyone. In Poland, there is a tendency to find a compromise or to vote democratically. In Italy, there is a propensity to discuss until a shared solution is found. In the Czech Republic, emphasis is placed on compromise and the search for a solution acceptable to all.

With regard to social commitment, in Poland, there is a prevailing interest in social and environmental volunteering. In Italy, the focus is mainly on volunteering with children and the elderly. In the Czech Republic, the responses are varied, but there is a slight inclination towards environmental volunteering, as in Poland. Most students would volunteer at an animal shelter, with the elderly, or to clean up the environment.

To question twenty-seven, the students were able to express themselves on the strategies they would use to help their peers in the development of their potential. In Poland, support through mentoring and sharing of resources is preferred. In Italy, there is an emphasis on teamwork and mutual emotional support. In the Czech Republic, the approach focuses on academic and motivational support.

In the exercise of connecting the dots with 4 continuous lines without removing the pen from the paper, many of the students stated that they were unable to open the link to carry out the exercise correctly. Among the respondents, Polish students found solutions in a creative way, indicating a good spatial understanding. Many Czech students also answered correctly, demonstrating skill in solving logical problems. Italians, on the other hand, have given varied answers, with some difficulties in understanding the problem.

On question twenty-nine, you were asked to select a link and choose one of the clowns represented in the figure. Each clown had a corresponding description of his personality. The majority of students expressed a preference for the clown associated with a high degree of empathy. Many voted for the clown as an indicator of a medium-high degree of empathy: according to the test, people who choose this clown are attentive to what others feel and

know how to get in tune with them; however, they do not always manage to limit their involvement which is sometimes too intense. The few remaining preferred instead clowns who are indicators of lower degrees of empathy.

When asked to name three characteristics that a reel should have in order to go viral, the Polish students emphasized the importance of originality, humor and engaging music. Italians preferred captivating, entertaining, short-lived content with popular music, while Czechs focused on creativity, visual quality and a clear message. All groups agree on the importance of originality and music, with some variations in the other characteristics, such as the importance of brevity for Italians and visual quality for Czechs. The answers reveal a thorough understanding by students of what makes a piece of content go viral – they need to be fun, interesting, and often short, with a touch of sympathy, innovation, and emotional involvement.

When asked how they would react upon learning that the restaurant where they wanted to dine was full, all groups showed flexibility and the ability to adapt to the situation by looking for alternatives or planning ahead. However, some of the students said they would react with anger, frustration or discomfort if they had to change plans.

Finally, when asked about the city they would like to live in, the answers collected by the feedback questionnaire highlight different preferences and motivations among participants from Poland, Italy and the Czech Republic. Czech students tend to prefer international cities, very different from the realities around them, while Italians and Poles show a broader interest that includes both national and international destinations, albeit with a wide preference for foreign cities. This denotes an attraction of young people for discovery and novelty. The opportunity to explore the world and learn about different cultures stimulates their curiosity and desire to participate.

Perception and learning of key competences

From the analysis of the feedback received from the questionnaire, several significant aspects emerge that improve the understanding of the perception and learning of key competences in groups of students from Poland, Italy and the Czech Republic.

1. Learning to learn

- * Related skills: self-reflection, planning, time management, and critical thinking.
- * Questionnaire references: questions 1, 2, 3, 4, 5 and 21.

Students from Poland, Italy and the Czech Republic demonstrated a clear and precise awareness of themselves and their talents, showing a strong capacity for self-reflection. The answers to the first question showed that Italian and Czech students place more emphasis on interpersonal skills, while Poles balance between technical and relational skills. When it comes to planning and time management, Polish students tend to organize a schedule and follow it strictly, while Italians prefer an approach that balances work and moments of relaxation. The Czechs opt for a method that alternates between study and breaks to maintain concentration. When asked what struck them most about a painting, the answers point to an artistic sensibility of Italians and a more subjective perception of art by Poles and Czechs. As far as critical thinking is concerned, all groups showed a good ability to analyze and evaluate information, although with different nuances in their practical application.

2. Citizenship

- * Related skills: ability to actively cooperate in the group, culture and social commitment.
- * Questionnaire references: questions 6, 7, 8, 9, 10, 11, 12, 25, 26, 32.

The ecological commitment is strong in all groups, with a particular focus on sustainable practices. Czech students are distinguished by a more deep-rooted environmental awareness, manifested through the use of public transport and the reduction of plastic consumption. This difference may reflect stronger environmental policies in the Czech Republic than in Poland and Italy. In addition, the ability to actively cooperate in a team was positively evaluated in all contexts, with emphasis on empathy and communication as the main qualities for effective collaboration. Polish students mention empathy and patience, Italians listening skills and teamwork, and Czechs communication skills and cooperation.

3. Leadership

- * Related skills: problem solving, proactivity and self-esteem.
- * References to the questionnaire: questions 13, 22, 23, 24, 27 and 28.

Approaches to leadership vary significantly between countries. Polish and Czech students tend to prefer shared or compromise-based leadership, while Italians are more inclined to take the initiative. For example, answers to problem-solving questions show that Polish and Czech students often work in teams to solve problems, looking for collective solutions. In contrast, Italian students prefer more individualistic solutions, demonstrating a greater propensity to lead the group towards the solution. Proactivity emerged as a common trend, albeit with different nuances. Many students prefer to take the initiative, while others take a more flexible approach based on the context. Students' self-esteem is variable, with feelings of anxiety and disorientation in new contexts, balanced by curiosity and openness to new experiences in some cases. This indicates a variety of individual reactions to unfamiliar situations and different adaptation strategies. Italian students show greater self-confidence, while Polish and Czech students tend to show more uncertainty and need time to adapt.

4. Teamwork

- * Related skills: creativity, empathy, and adaptability.
- * References to the questionnaire: questions 14, 15, 16, 20, 29, 31.

Teamwork is valued in all groups, but with different focuses. Italian students value mutual emotional support, with an emphasis on empathetic collaboration and the importance of creating a positive work environment. In contrast, Polish students prefer tutoring and resource sharing, demonstrating a more practical and direct approach to collaboration. Czech students focus more on academic and motivational support, trying to encourage group members to improve their performance through mutual support. Creativity, empathy and adaptability were recognised as key skills for effective teamwork by all students. The responses indicate that while each group has its own preferences, the ability to work as a team and adapt to change is universally appreciated.

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5. Communication

- * Related skills: digital and communication skills.
- * References to the questionnaire: questions 17, 18, 19, 30.

Cultural affiliations strongly influence communication and expressive style. Italians and Czechs prefer film and music genres that reflect desires for escapism and entertainment, while Poles tend towards more intense and complex genres, probably influenced by the Polish film tradition. Digital and communication skills are valued by all groups, with variations in preferences for the tools and platforms used. Italian students, for example, show a greater inclination for using TikTok and Instagram as social media to express themselves and communicate, while Czechs and Poles prefer Facebook and Instagram.

RESULTS OF EXPERIMENTATION AND EVALUATION OF THE MODEL

The “TCE SKILL - Transversal Cultural Experiential Skills” project represents an initiative of great educational and cultural value, co-funded by the Erasmus Plus program, which aims to develop and test an innovative experiential training model. The main objective of the project is to provide young people with transversal skills useful both in everyday life and in the work context.

The TCE Skills model is divided into four main components: an e-learning course, storytelling activities, a Toolkit and a final assessment questionnaire.

The analysis of the results obtained from the experimentation of the TCE Skills model in the three participating countries (Italy, Poland and the Czech Republic) offers an interesting comparative overview that highlights the peculiarities and strengths of each educational context.

The **e-learning course** provided a solid and interactive theoretical foundation, preparing students to tackle practical activities with an in-depth knowledge of cultural heritage and key transversal skills. The results of the quizzes highlighted the positive impact of the training modules on the target groups; However, the variability of results and the sporadic participation of some students suggest the need to make the course more attractive and engaging. If the difficulties encountered were influenced by the overload of school commitments, a possible solution would be to propose participation in the course in a less intense period. In addition, it would be beneficial to provide additional support for students with different cognitive or organizational abilities.

The **storytelling activities**, aimed at stimulating students’ creativity and communication skills, had a significant impact, encouraging personal expression and active involvement.

The **Toolkit’s activities** included the creation of an interactive map of cultural heritage, the production of a podcast dedicated to historical or artistic figures, the review of films or books, a photo competition and the setting up of a virtual exhibition. These practical learning

experiences have made it possible to apply the skills acquired in concrete and meaningful contexts.

In Italy, the project has contributed significantly to instilling in the target group a sense of protection of the national culture, making them more responsible and aware of the shared culture. The students demonstrated a remarkable capacity for autonomous reflection and active citizenship, participating enthusiastically in the proposed activities and showing an in-depth understanding of the key competences.

In Poland, all students demonstrated a broad involvement in the entire experimentation process, starting from theory and then moving on to practice. The students used their knowledge acquired through the material presented on the e-learning platform to carry out the tasks and activities of the Toolkit, with the expectation of applying them in their daily lives.

In the Czech Republic, too, the activities of the Toolkit have fostered the development of key transversal skills. Czech students particularly enjoyed the interactive activities and experiential workshops, which helped to develop a sense of belonging and responsibility towards their country and Europe.

Finally, the **questionnaire** collected detailed feedback from the participants, providing essential data for the analysis of the functionality, engagement and effectiveness of the TCE Skills model. The results indicate that the project has successfully achieved its key objectives, helping to improve students' skills and foster cooperation and the desire for mobility in young people.

Italian students showed greater self-confidence and a propensity to use social media to express themselves and communicate. Polish students valued tutoring and resource sharing, taking a more practical and direct approach to collaboration. Czech students emphasized academic and motivational support, trying to encourage group members to improve their performance through mutual support.

The experimentation of the TCE Skills model has been positive overall. The students involved demonstrated a significant improvement in soft skills, greater cultural awareness and a strong

ability to work in a team. The model worked, encouraging experiential learning and active participation.

The project was interesting for both the students and the institutions involved, offering new opportunities for learning and cooperation. To further improve the model, it would be useful to expand the number of activities of the Toolkit, including new technologies and innovative teaching methodologies.

The inclusion of the TCE Skills model in school curricula alongside formal learning is conceivable and desirable. The project's experiential and interactive approach has proven to be effective in strengthening students' key competences and promoting greater cultural awareness. Large-scale implementation could enrich school curricula, giving students practical and concrete tools to face future challenges with a solid foundation of soft skills.

SOURCES

- Report on the model testing conducted by the second Czech target group, prepared by ITM as part of the seventh result of the TCE Skills project (2021-1-IT02-KA220-SCH-000027707):
[ITM_training report_new TG](#)
- Report on the experimentation of the model conducted by the second Italian target group, prepared by Edotto as part of the seventh result of the TCE Skills project (2021-1-IT02-KA220-SCH-000027707):
[KIT report_ENG](#)
- Report on the model experimentation conducted by the second Polish target group, written by Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie as part of the seventh result of the TCE Skills project (2021-1-IT02-KA220-SCH-000027707):
[STAL_model test report PL](#)
- Joint report on Storytelling activity, prepared by WIDE as part of the fifth result of the TCE Skills project (2021-1-IT02-KA220-SCH-000027707):
[TCE_Final report PR5_Storytelling activity](#)
- Final questionnaire. Format created by Edotto as part of the seventh TCE Skills project result (2021-1-IT02-KA220-SCH-000027707):
[REV_Open-ended questionnaire](#)