

CALL 2021 ROUND 1 KA2

KA220-SCH - COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

Project code: 2021-1-IT02-KA220-SCH-000027707



**Toolkit Evaluation and Feasibility Report – SWOT ANALYSIS**

**6th PROJECT RESULT**

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## INTRODUCTION

Within the framework of the Erasmus+ initiative “TCE Skills,” a Toolkit has been developed with the aim of expanding the soft culture-related skills acquired during the training within the project. In particular, the aim is to enhance and apply the following skills: digital, communicative, critical, and creative, social and emotional, and organizational management.

These skills will be put into practice through five recommended activities, each of which is linked to a transversal skill associated with culture. These activities will allow students to collaborate in groups, dividing tasks and roles according to their skills and time.

The target groups for the Toolkit piloting are students aged between 15 and 18 years. The commitment of the project in this phase of evaluation of the toolkit is to ensure the full feasibility of the exercises and actively engage the target audience, always in line with the overall objectives of the TCE Skills model. The evaluation process is fundamental for the construction of a final product that is in line with the specific needs of the target and with the technological, economic, labor, and social advancement dictated by globalization and interconnection.

This report provides a summary of results, focusing on the three SWOT analyses conducted by three different Partners. These analyses concern the toolkit developed by ITM, Czech Partner.

Our Toolkit was based on specific methodologies and sector research conducted during the implementation of the project’s previous results.

The SWOT analysis, conducted by each Partner, provides a detailed assessment of the strengths, weaknesses, opportunities, and threats associated with the toolkit. This analytical approach allows a comprehensive understanding of the key factors influencing the effectiveness of the toolkit in optimizing the soft skills of the target students.

The collective SWOT analyses provides a detailed and critical overview, thus helping to outline the next steps of development and improvement of the toolkit, ensuring greater effectiveness in implementation and a more targeted response to the specific needs of the students involved in the TCE Skills project.

## THE TOOLKIT

### ITM (Czech Republic)

The TCE Skills Toolkit proposes a series of activities aimed at developing soft skills related to culture. The aim is to implement digital, communication, critical and creative, social, and emotional, as well as organisational and managerial skills. For example, by creating an Interactive Map of Cultural Heritage, students not only hone their digital skills with tools such as Google My Maps, but also develop skills in searching, organizing, and presenting information. The production of a podcast about a historical or artistic figure, too, highlights communication and historical skills. Similarly, writing a review of a book or film related to cultural heritage stimulates critical and creative skills, as well as strengthening students' language skills. The Emotions Photo Contest engages students in communication through photographic art, promoting an understanding of emotions and encouraging the participation of the school community. Finally, Preparation for the Virtual Exhibition on European Cultural Heritage requires organizational and managerial skills, involving students in the creation of a storyboard and in devising communication strategies to promote the exhibition.

In each activity, students are called upon to apply transversal skills, making the toolkit an integrated and engaging approach for personal and cultural development.

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Specifically:

The first activity, titled “Interactive map of your city’s cultural heritage”, will guide target groups in developing digital skills through the creation of an interactive map of their city’s cultural heritage. This will be possible thanks to the choice of an online tool that is available for free. The students will be engaged in research, organization, and presentation of information. This is a work to be done in a group with freedom to choose the theme and objectives of the map.

The second activity, named “Podcast about a historical or artistic figure”, aims to develop communication skills and active citizenship through the creation of a podcast. First of all, participants will have to identify a subject on which to carry out the in-depth study, identify the target audience and adapt the communication language accordingly. The working group will be involved in the entire production of the podcast, from research to recording and presentation.

The third activity, titled “Review of a book or a film related to cultural heritage”, stimulates critical, creative, and linguistic competence through the analysis of an artistic-cultural work. The aim is to deepen the knowledge of the local cultural heritage, using linguistic competence to express opinions clearly, creatively, and coherently.

The fourth activity, “Photo Contest on the Theme of Cultural Diversity”, aims to foster the development of social, emotional, and intercultural skills, effective communication and an appreciation for diversity through the organization of a photo contest. Social and emotional skills will be developed through photographic expression. In this exercise, the involvement of the school community in participation and voting will encourage the children to express their abilities to the fullest.

The fifth and final activity, the “Virtual Exhibition on European Cultural Heritage”, develops organisational, managerial, and European skills. The target groups will create a storyboard for the organisation and content of a virtual exhibition on European cultural heritage, with a focus on a local reality; they will deepen their knowledge on a chosen specific topic, planning and coordinating activities and creating communication strategies to promote the conceived exhibition.

Each activity aims to actively involve students, promoting the development of transversal skills that can be applied in various life situations.

## SWOT ANALYSIS

The SWOT analyses provided by the Partners offered valuable perspectives on the validity and effectiveness of the toolkit developed by ITM. Based on these analyses, points for improvement and opportunities were identified. The next steps will include the implementation of the recommendations, the revision of the Toolkit based on the feedback received and the initiation of activities with the involvement of the Partners' target groups.

### EDOTTO Srl (Italy)

STRENGTHS	WEAKNESSES
<p><b>Collaboration and sharing:</b> working in groups, students will be stimulated to active participation and mutual support.</p> <p><b>Personal growth:</b> teamwork includes moments of discussion, which will be useful for listening and understanding different points of view. This will be functional to your personal growth.</p> <p><b>Use of diversified digital tools:</b> the use of diversified digital tools will allow students to approach various operational methodologies and stimulate them to experiment with new solutions.</p>	<p><b>Different levels of competence</b> may not guarantee the quality of the work. The distribution of roles would not be fair, with the risk of reduction of the participants of the whole group.</p> <p><b>Complexity of tasks:</b> activities involve the deployment of a variety of relational and technological skills that could make it too difficult to achieve the goal.</p>
OPPORTUNITIES	THREATS
<p><b>New skills:</b> communication, critical thinking, problem solving, digital skills, are all skills that students can develop through the realization of the KIT.</p> <p><b>Integration into working life:</b> the transversal skills to be acquired will ensure easier access to work. These skills play a strategic role in the company's success.</p> <p><b>Better use of digital technologies:</b> through the activities provided students will acquire digital skills in a functional way to the assigned task, raising the level of specific skills possessed.</p>	<p><b>Excessive workload:</b> Students may not be able to reconcile school commitments with cross-curricular activities.</p> <p><b>Access to the same tools:</b> not all students have the necessary means to build the required material. Moreover, not everyone has the capacity to do what is required.</p> <p><b>Missing support:</b> Teachers may not be available to support students in the construction and subsequent processing of content required to complete the KIT.</p>

In summary:

**Strengths:** appreciation for the participatory aspect of the toolkit, a stimulus for personal growth and the digital aspect that encourages innovative experimentation.

**Weaknesses:** reporting of uneven levels of competence of the target groups that may compromise the quality of the work, and the complexity of some activities may make it difficult to achieve the objectives.

**Opportunities:** the toolkit offers opportunities to develop new skills, integrate into the world of work and improve the use of digital technologies.

**Threats:** difficulties related to excessive workload, disparity in access to tools, and lack of support from teachers.

## SMS STAL (Poland)

STRENGTHS	WEAKNESSES
<p><b>Students' engagement:</b> pupils showed a high level of engagement with the tasks, which was demonstrated by the accuracy and thoroughness of their completion. An example was the task of creating an interactive heritage map, where pupils researched and depicted local landmarks in detail.</p> <p><b>Cooperation and communication:</b> effective cooperation and communication within the groups contributed significantly to the success of the projects. In organising the photo competition, students demonstrated their ability to divide tasks effectively and work together towards a goal.</p> <p><b>Applying theoretical knowledge:</b> the students applied theoretical knowledge to practical projects, demonstrating their deep understanding of the material. Preparing a podcast about a historical figure required students to combine historical knowledge with narrative skills.</p>	<p><b>Disparities in skills and engagement:</b> disparities in students' skills and commitment affected the quality of the work. For example, in the task of preparing a virtual exhibition, some students dominated while others limited themselves to minimal input.</p> <p><b>Time management and work organisation:</b> the complexity of some tasks affected time management problems. When creating interactive maps, some groups found it difficult to divide tasks and set priorities effectively.</p> <p><b>Adaptation to complex tasks:</b> The complex nature of some tasks challenged students. In the case of creating podcasts, some students struggled with the technical aspects of the task, needing additional help.</p>
OPPORTUNITIES	THREATS
<p><b>Development of future-oriented skills:</b> the interdisciplinary tasks provided an opportunity to develop skills that will be valued on the job market. For example, the creation of podcasts required students' creativity and teamwork skills.</p> <p><b>Enhancing creativity and innovation:</b> the creative nature of the tasks fostered the development of creative and innovative skills. The organisation of the photo competition gave students the opportunity to express themselves creatively.</p> <p><b>Equalising educational opportunities:</b> tasks were designed to be accessible and engaging for students with different abilities and interests, helping to equalise educational opportunities.</p>	<p><b>Differing intellectual levels and skills:</b> differences in students' intellectual levels and skills affected their ability to complete tasks on an equal level. In the creation of the interactive maps, students with lower technological skills found it difficult to make full use of the digital tools.</p> <p><b>The different backgrounds of the students:</b> the diversity of the students' backgrounds influenced their approach to the tasks. An example is the preparation of a podcast, where students with limited access to recording equipment were at a disadvantage.</p> <p><b>Pressure and stress:</b> the high expectations of the tasks put pressure on the students, especially for complex tasks. The organisation of the photo competition was stressful for students with no experience in this type of activity.</p> <p><b>Unequal access to technology:</b> differences in access to modern technology negatively affected students' ability to complete some tasks. Pupils without access to appropriate software found it difficult to produce a high-level virtual exhibition.</p>



In summary:

**Strengths:** appreciation for students' involvement and cooperation in practical projects with application of theoretical knowledge.

**Weaknesses:** reporting possible disparities in skills, time management issues in complex tasks, and technical challenges.

**Opportunities:** development of future skills, enhancement of creativity, educational equality.

**Threats:** differences in intellectual level and skills, variety of student approaches, pressure and stress due to elevated expectations, and unequal access to technology.

WIDE Srl (Italy)

STRENGTHS	WEAKNESSES
<p><b>Accessibility:</b> the activities are customizable, can be practiced in groups in an inclusive way and allow different skills to be enhanced.</p> <p><b>Skills development:</b> each activity allows young people to express themselves, to think in an original and independent way and learning to plan.</p> <p><b>Educational relevance:</b> many of the activities are related to culture and heritage, thus increasing cultural and historical awareness.</p> <p><b>Development of digital skills:</b> encourages the development of digital skills, which are useful for information and communication.</p> <p><b>Clear educational objectives:</b> each activity provides a clear learning framework.</p> <p><b>Active and inclusive participation:</b> practical activities promote active learning, intercultural interaction, and the growth of interest.</p> <p><b>Teamwork:</b> stimulates collaboration, allowing for the sharing of responsibilities, exchange of ideas, roles and skills.</p> <p><b>Strengthening European citizenship:</b> contributes to strengthening the understanding of the values and symbols of the European Union.</p>	<p><b>Achievability:</b> the development of activities is limited by the availability of digital resources, internet connection, smartphones, or suitable devices.</p> <p><b>Technical skills:</b> some students may not be familiar with using certain programs, search channels, editing tools, or technical applications.</p> <p><b>Possible overload and time management:</b> the variety of tasks and skills faced may be too much for some users, creating a sense of cognitive overload.</p> <p><b>Language barriers:</b> activities may require translations or adaptations to be offered to students.</p> <p><b>Access to quality material:</b> detailed research of information, images, and interviews may be limited by resources and time.</p> <p><b>Risk of getting bored:</b> the most laborious and repetitive activities, such as the organization of an entire exhibition, could be monotonous if not presented in an innovative, structured, diversified and engaging way.</p>
OPPORTUNITIES	THREATS
<p><b>Educational programs:</b> the toolkit can be easily integrated into formal or informal educational programs to increase their uptake.</p> <p><b>Collective involvement:</b> promotes community involvement by inviting the participation of families and friends.</p> <p><b>Cultural Awareness:</b> contributes to cultural awareness, stimulating a greater appreciation of the city's artistic and historical diversity.</p> <p><b>Extensibility:</b> activities can be extended to wider contexts, involving more students and realities, even outside the project.</p> <p><b>External feedback:</b> external surveys improve the replicability of the toolkit.</p> <p><b>Online promotion:</b> using online platforms for promotion allows users to reach a wide and global audience.</p> <p><b>Expansion of the skills curriculum:</b> the acquisition of transversal skills plays a strategic role in training with a view to personal and professional growth.</p>	<p><b>Restricted curiosity:</b> some students may not be interested in all the proposed activities, thus undermining the opportunity for success for the group.</p> <p><b>External factors:</b> unforeseen events could negatively affect the success of activities.</p> <p><b>Saturation of online information:</b> the extensive use of web sources could limit the diversity of perspectives.</p> <p><b>Potential technical issues:</b> the use of technology may have technical issues that could negatively affect the user experience.</p> <p><b>Overload and stress:</b> it may be burdensome and complicated for some students to be able to match school commitments and proposed activities.</p> <p><b>Poor availability of assistance during activities:</b> there may be a lack of availability of teachers and trainers to support all activities during the assistance and monitoring phases.</p>

In summary:

Strengths: appreciation of accessibility and skills development, cultural relevance and active participation.

Weaknesses: reporting of possible technological limitations and resources, differences in technical skills, overloads, time management and language barriers.

Opportunities: integration into educational programs, collective involvement, cultural awareness, extensibility.

Threats: limited curiosity, external factors, technical issues, poor assistance during activities.

## COMPARISON OF SWOTs AND TOOLKIT ENHANCEMENTS

From the comparative analysis of the SWOTs shared by Partners, there is a unanimous appreciation for the accessible and stimulating approach of the activities, oriented towards enhancing students' skills through customizable and culturally relevant activities. The desired enthusiasm of the participants and the active involvement are key aspects that the Partners are keen to underline, maintain and deepen. However, it is commonly acknowledged that there are challenges to face. Reliance on digital resources might be an obstacle for some, and disparities in technical skills require special attention from teachers.

To ensure optimal accessibility, it is suggested to explore analogical alternatives for some activities, such as the photo contest or the virtual exhibition. In addition, it aims to offer targeted support in the selection of participants, filling any gaps in the groups. The decision on the composition of the groups could be left to the trainers, as only the teacher can accurately assess the abilities of each student for optimal performance. It is also recommended to extend the estimated duration for the execution of tasks to improve time management and reduce the stress caused by the limited time availability to achieve results.

The toolkit actively engages the community in some exercises, stimulating cultural awareness on a larger scale. Partners take seriously any possible risks that could compromise the success of the toolkit. Firstly, they strive to generate maximum interest among students, emphasizing the engaging and innovative aspect of the activities to instil curiosity and confidence in the participants. A useful change could be to expand the topics of some exercises to offer more variety and flexibility.

To improve the toolkit, to make it a valid learning tool for everyone, all necessary changes will be made to minimize or remove any weaknesses and potential risk factors.

The next step involves concretizing the perceptions developed through SWOT analyses. After the validation of the Toolkit by the Partners, we will proceed with the experimentation with the target groups. This phase will be an opportunity to get immediate feedback through the evaluation of student satisfaction, participation and progress.

## FONTI

TCE Skills Toolkit SWOT Analysis, written by Edotto Srl as part of this project.

TCE Skills Toolkit SWOT Analysis, written by WIDE Srl as part of this project.

TCE Skills Toolkit SWOT Analysis, written by Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie as part of this project.

TCE Skills Toolkit, developed by ITM s.r.o. as part of this project.